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ABSTRACT

Among the services, programs, assistance, and contact persons included in this document are several types of assistance provided by HEW for the educationof Vietnamese and Cambodian refugees, the national Indochinese Clearinghouse, the college assistance hotline, fellowship offerings, the refugee orientation handbook, and Red Cross aid. A general information series section addresses such issues as fundamental principles and curricula of education in Vietnam, elementary curriculum guides for grades one through five, testing English language proficiency, and hints for tutors. A section on the elementary education series includes the topic of keeping lines of communication with Indochinese children open. Suggested here are the use of services of a Vietnamese speaking teacher or teacher aide and peer group instruction in the child's language. An educational administrator series section covers the English language needs of Indochinese students, and the assimilation of Vietnamese and Cambodian students into U.S. Schools. A brief guide to bilingual education programs is also provided. (Author/AM)

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UD 015 171

PROGRAMS, SERVICES AND ASSISTANCE FOR INDOCHINESE MIGRANTS AND REFUGEES

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NATIONAL INSTITUTE OF EDUCATION
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Contents

	Page
Educational Assistance for Indochinese Refugees - HEW	1
National Indochinese Clearninghouse	4
General Information Series:	
A. Education in Vietnam: Fundamentals Principles and Curricula	11
B. Testing English Language Proficiency	30
C. Hints for Tutors	44
Elementary Education Series - On Keeping Lines of Communication with Indochinese Children Open	51
Educational Administrator Series	
A. Meeting the English Language Needs of Indochinese Students.	56
B. On Assimilating Vietnamese and Cambodian Students into U.S. Schools	67
A Brief Guide to Bilingual Education Programs	71
Introductory Statement - Teaching English as a Second Language Series	81
Publications Available	
A. Publications Dealing with Vietnamese Refugee Education	89
B. Vietnam in Children's Books	92

EDUCATIONAL ASSISTANCE FOR INDOCHINESE REGUGEES
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
WASHINGTON, D.C.

The Department of Health, Education and Welfare is making several types of assistance available for the education of Vietnamese and Cambodian refugees. For additional information, contact the persons responsible for the various programs, as indicated below.

1. Office of Education programs. Refugees are eligible on the same basis as Americans--provided that they meet other program criteria, such as disadvantaged, handicapped, etc. - to participate in programs administered by the Office of Education. Exceptions are Library Career Training and School Assistance in Federally Affected Areas.

2. Language Training and Cultural Orientation at the Reception Centers. Contracts were awarded to the California, Florida, and Pennsylvania Departments of Education and to the West-Ark Community College in Fort Smith, Arkansas, to coordinate and operate "survival" English language training and cultural orientation programs at four reception centers. The programs in Pennsylvania and Arkansas will be continued until late in December. The relocation center in Florida has closed and the California relocation center is scheduled to close in October. For further information, contact Carroll Strahl, OE Refugee Assistance Task Force: (202) 245-3081.

3. Grants to School Districts. The Office of Education will make one-time-only grants to school districts to help defray the special and emergency costs of instruction for refugee children: $300 for each refugee student up to 100, or 1 percent of the total enrollment of the school district, whichever is less, and $600 per student for the number of refugees above that threshold level. Contact person in OE: Dr. Lee E. Wickline, Director, OE Refugee Assistance Task Force, Room 3391B, 7th and D Streets, S.W. Washington, D.C. 20202. Phone number: (202) 245-3081.

4. Clearinghouse. A national clearinghouse for information on special teaching resources and Vietnamese and Cambodian language and orientation materials is being operated by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209. For information about personnel who are specialists in teaching ESL and instructional materials available, the toll-free number to call is (800) 336-3040. For local calls in the Arlington area, or to call Allene Grognet, the director, the number is (703) 528-4312.

5. Technical Assistance Through Bilingual Education Centers. Assistance with curriculum development and teacher training will be made available through five bilingual education centers in various parts of the United States. For more detailed information, contact Dr. John Molina, Office of Bilingual Education, (202) 245-9579.

6. Post-secondary Financial Aid. Vietnamese and Cambodian students holding an Immigration Form I-94 containing the phrase "indefinite voluntary departure" are eligible on the same basis as American students for the following programs:

   a. Basic Educational Opportunity Grants (BEOG)
   b. Supplemental Educational Opportunity Grants (SEOG)
   c. College Work-Study Program (CWS)
   d. National Direct Student Loan Program (NDSL)
   e. Guaranteed Student Loan Program (GSLP)

   The liaison officer on the OE Refugee Assistance Task Force for these programs is Al Storm. (202) 245-3081.

7. Post-secondary Information. A national information center staffed by Vietnamese and Cambodian refugee students is being operated at Georgetown University to answer questions about post-secondary educational opportunities and resources available to refugees. The special "hotline" number is (800) 424-2790. For local calls in Washington, D.C. or to call Pete Bradford, the director, the number is: (202) 624-4387.

8. Adult Education. Supplemental grants will be made to States to provide special assistance for adult basic education primarily instruction in English as a second language for Indochinese refugees. For information, contact Paul Delker, Director, Division of Adult Education, (202) 245-2279.

9. Retraining for Indochinese Physicians. A special program to prepare physicians for the Educational Commission for Foreign Medical Graduates examination (ECFMG), which is a prerequisite to medical practice in the United States for foreign medical graduates, will be operated by the Public Health Service, Health Resources Administration. For information, contact Dr. Robert Knouss (301) 496-6724.

10. Vocational Training and Other Assistance. Various options for vocational training and other educational assistance are under consideration by HEW. Additional information will be made available, as soon as decisions have been made. For information contact Bill Bowers, OE Refugee Assistance Task Force, (202) 245-3081.

11. HEW Regional offices can provide a variety of services, general information and technical assistance. Attached is a list of people to contact for information on educational programs.

OE INDOCHINESE REFUGEE ASSISTANCE TASK FORCE

The following individuals will serve as regional office liaisons for educational concerns of Indochinese refugees.

Region I	Edward F. O'Connell, Assistant Regional Director	617-223-5184
Region II	Ward Sinclair, Assistant Regional Commissioner	212-264-4424
Region III	Robert Smallwood, Assistant Regional Commissioner	215-596-1018
Region IV	Polly McIntosh, Assistant Regional Commissioner	404-526-5996
Region V	H. Robert Hewlett, Assistant Regional Commissioner	312-353-1263
Region VI	Earl Schubert, Assistant Regional Commissioner	214-749-2634
	George Blassingame, Program Officer, BOAE	214-749-2341
	Herbert Mackey, Program Officer, BOAE	214-749-2341
	Fort Chaffee	501-484-2410

Region VII	Tumy, Director Division of Planning, OE	816-374-5791
Region VIII	Morefield, Assistant to the Regional Commissioner	303-837-3544
Region IX	Duan Bjerke, Deputy Regional Commissioner	415-556-2663
Region X	David Leavitt, Program Officer, BOAE	206-442-0456
Central Office	Bill Bowers, OE Refugee Assistance Task Force	202-245-3081

National Indochinese Clearinghouse
CENTER FOR APPLIED LINGUISTICS
1611 NORTH KENT STREET
ARLINGTON, VIRGINIA 22209
(703) 528-4312 (800) 336-3040 (toll free)

INDOCHINESE REFUGEE ALERT BULLETIN #1

NATIONAL INDOCHINESE CLEARINGHOUSE

The Department of Health, Education and Welfare has awarded a 6-month contract to the Center for Applied Linguistics to establish and operate a National Indochinese Clearinghouse to assist with the language and educational problems of Vietnamese and Cambodian refugees. The Clearinghouse will work with educators, voluntary agencies, and sponsors throughout the country.

The main focus of the Clearinghouse will be information collection, analysis and dissemination. Information on materials for all levels of education (including pre-school, primary, secondary, vocational and adult) will be assembled for dissemination to schools upon request. Subject areas to be covered include English as a second language, bilingual education, Vietnamese language and culture, language assessment, reading attainment, etc. The Clearinghouse will also prepare various problem areas, such as cross-cultural differences, techniques for language teaching, and Southeast Asian vs American educational systems.

Staff for the project include both Vietnamese and American language and culture and education specialists. Coordinator for the Clearinghouse is Allene Guss Grognet.

The Center for Applied Linguistics, established in 1959 through a grant from the Ford Foundation, is an independent, non-profit professional organization which serves as a research, development, and information center in language and linguistics. One of its principal aims is the application of the findings of linguistic science in the solution of educational and social problems.

Persons or organizations who wish to use the Clearinghouse services should send their name, address, title and affiliation to National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent St., Arlington, Virginia 22209, or call toll free, 800-336-3040.

BASIC INFORMATION FOR TEACHERS AND VOLUNTEERS

The majority of the Vietnamese were persons who had status only a short time ago in their homeland. Many are well educated and may have been wealthy then. Now they are uprooted, very anxious, and upset. Consider this at all times and try to show great patience and understanding.

The volunteer concept is unfamiliar to most Vietnamese. Therefore, they may assume all help is given either because the government orders it or the people are being paid for it. This means some volunteers or teachers may feel the Vietnamese are not "grateful enough." This is a difference between their culture and ours which should be kept in mind.

General Rules

1. Vietnamese men and women, in all situations, should be treated with courtesy and respect.

2. Many Vietnamese see and use time as continuums rather than points. Therefore, do not expect understanding of or rigid adherence to our schedules and appointments which are really time points.

3. Generally, you should work all matters through the head of the household, male or female, as the case may be.

4. Children are subjected to much stricter control in the Vietnamese family, and everything a child does has to be approved beforehand. Strangers, including teachers, should usually request permission either to touch the children or to offer gifts such as candy and toys.

Communicating

There are a few, easy rules to follow when speaking with the Vietnamese.

1. Use short, simple sentences. Ex.: "Please go to the office." "I am Quang's teacher."

2. In most cases, pronounce each word slowly (but not exaggerated) and distinctly.

3. It is easier for most Vietnamese to understand English when it is spoken in a soft or medium tone.

4. Avoid broken English, slang, idioms, and contractions.

   a. Broken English: "You - family - go - eat - in - hour."

   b. Slang: "What's your problem?"

   c. Idiom: "Can I give you a hand?"

   d. Contractions: "What'sa matter?"

5. A nod of the head or "yes" may mean that the person is confused or is giving the polite, but in our terms meaningless, response. The Vietnamese code of courtesy demands a smile, even when they are upset, so be especially sensitive to what may be happening behind the smile.

Ex.: "Do you understand?" "Yes (but not really, or the polite response because it's impolite to say no.)."

Courtesies

1. Greet the family head and older people first, then the children.
2. Motion someone to you or into place by extending your arm out straight, palm down, and fluttering your fingertips towards you. Our palm-upwards way may not be immediately recognized.
3. SMILING and SOFT spoken words with slow movements and pacing are signs of the cultured person to the Vietnamese -- even when the person is upset.
4. Names: The name is written in Vietnam in this order:

NGUYEN	VAN	TAM	He is called: Mr. Tam.
(Family Name)	(Middle)	(First)	

   a. His wife's name may be different: TRAN THI MAI (Mrs. Mai, or Mrs. Tam, whichever way she prefers to be addressed).
   b. Their children will usually bear the father's family name. Nguyen Thi Lien (daughter); Nguyen Xuan Tai (son).

COLLEGE ASSISTANCE HOTLINE

A hotline to assist with problems faced by present or potential Vietnamese and Cambodian college and university students (admission, tuition, proper forms, housing, etc.) has been set up at Georgetown University. The toll-free number is: 800-424-2790. Pete Bradford is directing the program.

JOB HOTLINE

The Interagency Task Force for the resettlement of Indochinese refugees has established a toll-free hotline for prospective employers of refugees. If you have a full or part-time job opening (teacher, teacher-aide, translator, etc), call 800-368-1180.

REFUGEE EDUCATION BILL

A refugee education bill introduced by Senators Cranston and Tunney of California is now before the Senate. A similar bill introduced by Congressman Roybal, also of California, is currently being debated in the House Education and Labor Committee. The Senate bill calls for $125.5 million in federal

funds to partially reimburse local school districts for the cost of educating approximately 45,000 Vietnamese over the next two years. The House bill would provide a much larger figure of $312 million for the same period of time.

REFUGEE RESETTLEMENT DATA

As of August 1, 1975, 64,081 Vietnamese and Cambodian refugees have been resettled in the United States. Some 60,000 more refugees are still in relocation centers in the United States and Guam. The Interagency Task Force has released the following information on the distribution of refugees by state:

Alabama	771	North Carolina	683
Alaska	54	North Dakota	134
Arizona	617	Ohio	1,295
Arkansas	802	Oklahoma	1,747
California	14,517	Oregon	1,054
Colorado	678	Pennsylvania	1,852
Connecticut	552	Rhode Island	134
Delaware	77	South Carolina	344
District of Columbia	966	South Dakota	129
Florida	3,603	Tennessee	376
Georgia	808	Texas	4,334
Hawaii	1,666	Utah	288
Idaho	196	Vermont	55
Illinois	1,616	Virginia	2,261
Indiana	653	Washington	2,209
Iowa	576	West Virginia	74
Kansas	804	Wisconsin	735
Kentucky	358	Wyoming	41
Louisiana	1,287		
Maine	243	Total	58,046
Maryland	1,416	Resettlement Location Unknown	6,035
Massachusetts	564		
Michigan	656		64,081
Minnesota	1,899		
Mississippi	207		
Missouri	1,208		
Montana	50		
Nebraska	401		
Nevada	249		
New Hampshire	48		
New Jersey	650		
New Mexico	209		
New York	1,895		

refugee status
August 1, 1975

In the U.S. and relocation centers	55,533
At Guam, in Pacific	5,026
Released into the U.S.	64,081
Released to other countries	5,326

In U.S.:

Chaffee	22,549
Pendleton	16,470
Eglin	3,232
Indiantown	13,282

FELLOWSHIP OFFERING TO CITIZENS OF INDOCHINA

The Ford Foundation is offering a limited number of research and training awards in the social sciences, humanities and agricultural sciences to qualified candidates from Indochina.

To be eligible, candidates must be at least twenty-five years of age, citizens of either Cambodia, Laos or Vietnam and currently resident in any country except those mentioned.

To be eligible for a research award, candidates must be holders of at least an M.A. degree or its equivalent. It is expected that most applicants for research awards would have the Ph.D. degree. Preference will be given to research programs which advance the understanding of Indochinese society and culture, and could include, but not limited to, such projects as dictionary compilations, translations, or document collection.

Candidates for training awards must be holders of the Ph.D. degree or be within one year from completion of requirements for the doctorate. In the case of those who already have their degrees, training is regarded here as the improvement or refreshment of existing skills. Candidates who have not yet attained their degrees should be in the final stages of dissertation preparation.

Selection will be made upon the advice of a panel of scholars whose work and field experience has been in Asia. In order to make these fellowships available as soon as practicable, two closing dates are announced. (1) For those candidates whose applications are postmarked prior to August 23, 1975, awards are expected to be announced by September 5. (2) For candidates whose applications are postmarked after August 23 and prior to September 15, awards are expected to be announced by October 1, 1975.

Application forms may be obtained directly from Indochina Fellowship Awards, The Ford Foundation, 320 East 43rd Street, New York, N.Y. 10017.

RED CROSS AID

The Red Cross has published a small phrase book for refugees called Your New Country. The phrase book also includes a mini-two-way dictionary. A limited number of copies are available free of charge. Contact your local Red Cross Chapter or American National Red Cross Headquarters, 17th St., N.W., Washington, D. C. 20006.

REFUGEE ORIENTATION HANDBOOK

A brief Orientation Handbook for refugees has been published by the Interagency Task Force and distributed at each of the relocation centers. Information in written in both English and Vietnamese. The Department of Health, Education and Welfare is distributing the Handbook for the Task Force. Additional copies can be obtained by writing HEW.

Indochinese Refugee Education Guides

National Indochinese Clearinghouse • Center for Applied Linguistics
1611 North Kent Street, Arlington, Virginia 22209

GENERAL INFORMATION SERIES:
Education in Vietnam: Fundamental Principles and Curricula

Our efforts to reconstruct the curricula taught in Vietnam were greatly hampered by the lack of information available in this country concerning education in Vietnam. However, we were greatly assisted by the generosity of Dr. Hal O. Hall of USAID who shared the materials which he had acquired while serving in Vietnam; by Dr. Gordon Van Hooft of the New York State Department of Education, who generously provided his working papers on curriculum reform in Vietnam, as well as agreeing to read and comment on our paper; and by Dr. John E. King of Southern Illinois University and his associate, Mr. Henry Petraki, who furnished some of the information obtained by the SIU Vietnam Research Group.

Introduction and General Survey..... p. 12

Principles Underlying the Revision of the Elementary Education Curriculum..... p. 14

Charts:

- Hours of Instruction in Elem. Ed. by Subject and Grade..... p. 16
- Hours of Instruction in 1st Cycle of Secondary School..... p. 17
- Hours of Instruction in 2nd Cycle of Secondary School..... p. 18
- A Model Curriculum Plan (Thu Duc Demonstration School)..... p. 19

Elementary Curriculum Guides:

- Grade Five..... p. 20
- Grade Four..... p. 21
- Grade Three..... p. 23
- Grade Two..... p. 25
- Grade One..... p. 28

When Vietnamese children enter American public schools this year, not all the problems will be theirs. Administrators, counselors and teachers will face the problem of orienting, placing and counseling children from schools, and from a culture, vastly different from their own. In an effort to familiarize American educators with the Vietnamese education system, this guide has been prepared.

Vietnam, like most countries except the United States, had a national education system. Programs of study from pre-school through university, administrative procedures, teacher-training and placement were all directed by the Ministry of Education in Saigon. Due to the inability of such a centrally-run system to enforce decisions, policy changes were frequently implemented in different regions with differing degrees of effectiveness. Hence, any curriculum description will necessarily have to be viewed as ideal, rather than actual. However, it is hoped that the following discussion will at least give a basic grounding, a starting point, as it were, for the difficult job of student placement.

In principle, education in Vietnam was free and mandatory for all children from age six through the first five primary grades. Of course, not all areas were able to serve all children. Elementary schools offered a general program which was at once terminal in nature but also prepared the pupil for secondary education. The class was teacher-oriented, and the curricula were geared toward memorization and repetition. Respect for the teacher as a symbol of learning and culture was profound. Based largely on the French system, education was by observation, rather than by experimentation.

After the primary years, the child entered a secondary school, either studying vocational arts or the humanities and science. The secondary years were divided into two cycles: The first cycle running for 4 years, and the second for 3. Essentially, the second cycle intensified and broadened the student's knowledge of work covered in the first cycle. (In fact, intensification of knowledge through repetition is a standard feature of Vietnamese education.)

Most students were placed in one of the four academic tracks: modern literature, classical literature, mathematics or experimental science. Because of the rapid increase of population in urban centers, where most secondary schools were located, there was a growing lack of spaces in educational establishments; thus students tended to be drawn from the middle and upper classes and reflected the educational and cultural goals and values of those classes. Only recently, with an attitude shift away from "academics" to "practical" skills had vocational education begun to play a role in Vietnamese education.

Another result of the shortage of public school places was the emergence of a parallel system of private education, modeled on the public schools, but with considerably less demanding standards of admission. (These schools were inspected by Ministry of Education inspectors, however, and private school students took the finishing exams jointly with public school students.)

Within the academic branch, mathematics, literature, philosophy, biology, chemistry, French and English were important areas of study. Using the lecture method developed in Europe, the students were expected to memorize

the subject matter, rather than engaging in critical study. The elective system, as is used in this country was unknown to Vietnamese students. Hence, your new students will require more careful counseling in course selection than a student familiar with our system of self-contained electives and credit-accumulation. The Vietnamese system was largely examination-oriented, culminating in the Baccalaureate II, a competitive examination which was taken at the end of seven years of secondary education.

We have not attempted to fully describe the secondary curriculum for a variety of reasons. It should be remembered that academic training within a specific discipline on the secondary level is basically uniform around the world. That is, in a mathematics course in Vietnam, the U.S. or Venezuela, students will study algebra, geometry, advanced algebra and trigonometry. Similarly in a history series, while different education systems may stress different methodologies, or a particular political perspective, the basic facts and relationships will remain the same. In order to understand the secondary system as it operated in Vietnam, one must remember that it stressed the lecture method, memorization of facts, and employed learning by observation, rather than encouraging discovery learning.

The Vietnamese pupil, on both the elementary and secondary level will not only be continuing his education in a language which may be unfamiliar to him, but he will also be studying in an environment and in a style unknown to him. The greater freedom he will enjoy, the higher demands on his self-reliance and creativity, the shift from memorization to problem-solving and the encouragement for debate and argumentation may all be expected to complicate his situation and, initially, at least, may intensify his disorientation.

The following summary of curricula has been prepared to help educators help the child. The summary indicates what the Ministry of Education wanted taught; however, given the distance between the Ministry and the schools, the difficult conditions under which education was carried out and the relative lack of teacher preparation, what the child actually learned may have been somewhat different. This, coupled with the fact that very few parents were able to obtain school records before they left Vietnam, will pose problems in assessing what the child has learned. However, it is hoped that having this guide will provide a starting point for the job of student placement.

One of the things you may wish to do before placing a student is to conduct an interview with the student and his parents. Vietnamese parents have very strong feelings about education and culture. They will probably view education as basically a matter of academic skill-acquisition which should afford their child an opportunity to go to university and maintain or advance the family's social position. To facilitate the interview, you may wish to obtain the services of an interpreter. Very often, the parents will be able to provide concrete information about the program of studies which their child was pursuing.

Principles Underlying the Revision of the Elementary Education Curriculum

Reprinted from: Elementary Education Curriculum; Dept. of National Education, Saigon, Vietnam, 1960.

I. Fundamental principles of education in Vietnam

A) Education in Vietnam must be a humanist education, respecting the sacred character of the human being, regarding man as an end in himself, and aiming at the full development of man.

B) Education in Vietnam must be a national education, respecting the traditional values, assuring the continuity of man with his natural environment (his family, profession and country), aiming at safeguarding the nation, its prosperity and the collective promotion of its people.

C) Education in Vietnam must be an open education, respecting the scientific mind as a factor of progress, attempting to develop the social and democratic spirit, and welcoming all the authentic cultural values of the world.

II. Characteristics of Elementary Education in Vietnam

Based on the three fundamental principles of education in Vietnam, elementary education must have the following characteristics:

A) It respects the personality of the child. Educators should:

1) Help the child to develop harmoniously and fully according to his nature and the natural laws governing physical and psychological growth.

2) Take into consideration the individuality and the particular abilities of the child.

3) Practice extensively discipline by self-criticism.

4) Avoid all punishment that may effect the child's personality negatively.

B) It develops the national spirit.

1) Take as objects of study the common people's way of life as well as the social situation of the country.

2) Use national history to teach the children to love the country, to praise the fighting spirit of the people, to love one another and to stay united.

3) Use the Vietnamese language as the efficient means to develop national ideals.

4) Teach the children to appreciate the beauty of the Vietnamese landscape, the abundant natural resources of the country, and the traditional qualities of the people.

5) Preserve the traditional principles and the good customs of the nation.

6) Develop self-confidence, self-sufficiency and self-reliance.

C) It fosters the democratic and scientific spirit.

1) Promote the organization of "self-governed" groups, develop the spirit of community (collective play and work) and collective consciousness.

2) Develop judgement, sense of responsibility and discipline.

3) Stimulate the child's curiosity and develop his scientific spirit.

4) Eliminate supersitions.

5) Welcome all foreign cultural values while developing at the same time the national spirit.

NUMBER OF HOURS PER WEEK OF INSTRUCTION IN ELEMENTARY EDUCATION BY GRADE AND SUBJECT

SUBJECT	Grade 5*	Grade 4	Grade 3	Grade 2	Grade 1
1. Vietnamese Language					
a. Vocabulary & Reading	5.5	3.6	3.6	3.75	3.75
b. Recitation	1	1	1.5	.50	.50
c. Penmanship	2.5	1	1	.50	.50
d. Dictation/Grammar	.50	1.33	1.5	1.75	1.75
e. Composition		1.50	1.50	1.50	1.50
2. Moral Ed & Civics	2.12	2.12	2.60	2.50	2.50
3. History			1	1	1
4. Geography			1	1	1
5. Math	2.5	3	3	3.90	3.90
6. Drawing	1.60	.90	.90	.90	.90
7. Home Ec **				1.90	1.90
8. Activities	1	1	2	2	2
9. Science	2.50	2.50	2.50	2.50	2.50
10. Phys Ed	1.60	1.60	1.60	2	2
11. Child Care **				.50	.50

* For a long time, the Vietnamese system, like the French, named the classes in descending order. Thus, a child entered the 5th grade at age 6 and finished primary education in Grade 1 at about age 11. However, in recent years this has been changed to a system of names more correspondent with the American system. But in this discussion we will adhere to the former system. For interview purposes, the educator is advised to ask how many years of schooling the child has completed rather than what grade he was in.

** Girls only

PRESENT REGULAR 1ST CYCLE OF SECONDARY SCHOOL CURRICULUM

(Hours/Week)

SUBJECT	GRADE				TOTAL HOURS
	6	7	8	9	
Vietnamese	6	6	6	6	24
History - (1)	1.5	1.5	1.5	1.5	6
Geography	1.5	1.5	1.5	1.5	6
Civics	1	1	1	2	5
Modern Language	6	6	5	5	22
Mathematics	3	3	3.5	3.5	13
Natural Science	1	1.5	1.5	2	6
Physics	1	1	1.5	1.5	5
Chemistry	1	1	1	1	4
TOTAL	22	22.5	22.5	24	91
Physical Education, gymnastics, youth activities	3	3	3	3	12
Handicraft (boys) (2)	1	1	1	1	4
Home Economics (girls) (3)	1	1	1	1	4
Music	1	1	1	1	4
TOTAL	28	28.5	28.5	30	115

NOTES: (1) History and geography are given a total of 3 hours/week for each year, with 1½ hours indicated for each.

(2) Separate courses are described -- handicrafts, carpentry, metalworking, and electrical.

(3) Courses are sewing, child care, and cooking.

SECOND-CYCLE SECONDARY SCHOOL CURRICULUM

(Hours/Week)

(Sections: A - Experimental Sciences, B - Mathematics, C - Modern Languages, D - Classical Languages)

REQUIRED SUBJECTS	GRADE 10	GRADE 11	GRADE 12	REQUIRED HOURS IN SECTIONS	TOTAL HOURS
Vietnamese	3	4	0 (2)	A + B	7 (9)
	5	6	0 (3)	C + D	11 (14)
History - Geography	3	3	3 (2)	A + B	9 (8)
	3	3	3	C + D	9
Civics	2	2	1	A, B, C, D	5
Philosophy	0	0	3	B	3
	0	0	4	A	4
	0	0	9 (8)	C + D	9 (8)
Modern Language I	4	4	3	A + B	11
	6	6	6	C + D	18
Modern Language II	0	0	0	D	0
	4	4	3	A + B	11
	6	6	6 (4)	C	18 (16)
Classical Language	0	0	0	A, B, C	0
	6	6	6 (4)	D	18 (16)
Physics	½	½	½	C + D	1½
	3	3	5	A + B	11
Chemistry	½	½	½	C + D	1½
	1½	1½	2	A + B	5
Mathematics	1	1	1	C + D	3
	4	4	5 (4)	A	13 (12)
	6	6	9 (8)	B	21 (20)
Natural Science	1	1	1	B, C, D	3
	3	3	4	A	10
TOTAL (Minimum-Maximum)	25-27½	26-28½	28-30		79-86
ELECTIVES Boys	2	2	2		6
ELECTIVES Girls	3	3	3		9

The numbers in parentheses represent changes effective in 1974-75 as the result of a new requirement for Vietnamese in Grade 12.

AN EXAMPLE OF A SECOND-CYCLE CURRICULUM,

THE THU DUC DEMONSTRATION SCHOOL, 1972-73

Sections: I - Literature, II A - Science, II B - Math/Science, III A - Business Education/Acccunting, III B - Business Education/Office Practice, IV A - Industrial Arts/Specialized, IV B - Industrial Arts/Math.

REQUIRED SUBJECTS	GRADE 10	11	12	REQUIRED IN SECTIONS	TOTAL HOURS
Vietnamese	3	3	2	IIA, IIIA, IVA, B	8
	5	5	3	I, IIIB	13
Social Studies	4	4	4	I, II, III, IV	12
Philosophy	0	0	3	II, III, IV	3
	0	0	6	I	6
Modern Language I	5	5	5	II, IIIA, IV	15
	6	6	6	I, IIIB	18
Modern Language II	4	4	4	I, IIIB	12
Mathematics	0	4	0	I, IIIB	4
	4	4	3	IVA	11
	4	4	4	IIIA	12
	4	4	5	IIA	13
	6	7	9	IIB, IVB	22
Physics-Chemistry	0	4	4	I, IIIB	8
	4	4	3	IVA	11
	4	4	0	IIIA	8
	5	6	6	II, IVB	17
Natural Science	3	0	0	I, IIB, III, IV	3
	4	4	4	IIA	12
Physical Education	2	2	2	I, II, III, IV	6
Business Education	5	6	9	IIIA	20
	5	6	6	IIIB	17
Industrial Arts	4	6	4	IVB	14
	7	9	10	IVA	26
Free Electives	3	3	0	II, IIIA	6
	6	6	0	I	12
TOTALS: (Minimum-Maximum)	30-33	30-33	29-35		90-100

This curriculum represents the first move toward comprehensive education.

CURRICULUM - GRADE FIVE

Vietnamese

In this first grade, the child will learn proper methods of conversation. He will be trained to observe shapes, colors, sizes and positions and learn to make comparisons and judgements. Vocabulary study, which begins in the 2nd semester, will focus on the school buildings, furniture, class activities and games. Also, vocabulary study will examine titles and honorifics used in the family hierarchy.

Reading: Children will be taught the alphabet, words and short sentences. Short paragraphs, related to the vocabulary lessons, will be added in Semester II. Moral maxims and proverbs will be memorized. Further, children will be asked to repeat model sentences to improve their accents and pronunciation.

Dictation: The pupils will learn to write what they have learned and the numbers from 1-10 (arabic numbers). They will begin to write to dictations of short sentences.

Composition: No prescribed program.

Moral Education

During grades 5, 4, and 3, moral education will concentrate on practice. While there are no scheduled lessons, the teacher will tell stories, illustrating the following virtues:

1. Duty toward oneself
2. Duty toward grandparents, parents and siblings.
3. Duty at school (toward teachers and friends).
4. Duty toward others (politeness, proper modes of address, etc.).

Civic Education

As in moral education, there are no lessons, but teachers will explain and have children practice:

1. traffic regulations
2. respect for property (private and public)
3. classroom behavior
4. hygiene at school
5. attitude toward the flag

Science

This subject will be taught on field-trips and through classroom observations. Concepts: left, right, time, day, week, month, seasons, sky, cardinal points.

Hygiene will be taught through practice: washing of hands, teeth, sitting correctly, how to eat and drink, learning to keep the school clean.

Arithmetic	Numbers from 0 to 100, counting, reading and writing to 100. Learning to add and subtract. Counting by 2, 5, and 10. Checking addition and subtraction. Carrying numbers, drawing straight, broken and curved lines; using money and introduction to the metric system.
Drawing	Sketching in chalk, pencil and colored pencils from a model.
Handicrafts (boys only)	Arranging pieces of cardboard into shapes (houses, animals, flowers, etc.). Folding and cutting paper into shapes. Covering books, picking and pressing flowers, cleaning tables and chairs.
Activities	Songs and dances, tying knots, active games. Field trips and nature walks, exploring the neighborhood.
Physical Education	Walking, running, singing, dancing, mimicry, throwing balls, movement, breathing exercises.

CURRICULUM - GRADE FOUR

Vietnamese: Vocabulary	The students learn lexical items concerned with people at school: principal, teachers, classmates. Vocabulary of games and sport; duties of children at school. They also learn the names of the parts of the body. Different kinds of food and table service; names of different components of western clothing. The honorifics and modes of address of aunts and uncles. Different kinds of houses and furniture. Finally, the vocabulary study extends to the names of domestic animals.
Reading	Reading texts and lessons learned by heart will include short, practical prose and verse pieces that are relevatn to the study of morals. Also, the National Anthem and folk poetry will be studied. Particular attention will be paid to pronunciation and intonation.
Dictation	Short selections from the reading texts. Emphasis will be put on punctuation.
Penmanship	Medium-sized script will be taught.
Composition	The composition is keyed to the vocabulary lessons, in four stages:

a) the student will complete a sentence with a vocabulary word

b) answering questions on subjects taught that week

c) making sentences with assigned words

d) answering questions on an essay subject

Moral Education

There is no time specifically reserved for moral education, but discussion will be held on these subjects: (After the discussions, the pupils will copy a moral epigram into their notebooks.)

a) The pupil's duty toward himself:

1) doing physical education and making an effort

2) learning about virtue

3) contrition for one's mistakes

4) economy

5) modesty

b) Pupil's duty at home:

1) review of Grade 5 lessons

2) maintaining a good reputation

3) duty toward relatives

c) Pupil's duty in school:

1) review of Grade 5 lessons

2) friendship

d) Pupil's duty toward others

1) politeness

2) frankness

3) love of others and spirit of helpfulness

Civics:

No lessons are scheduled, but discussions will cover:

a) practicing traffic regulations

b) socio-political organization on the local level

c) respect for authorities

d) historical anecdotes of a patriotic nature

e) duties of the citizen -- respect for public and private property

History

Visits to historical sites in the area; stories of famous people native to the region; famous characters from Vietnamese history.

Geography	The terms of geography: mountain, valley, river, seashore, hill, field. Practice finding the cardinal points (East, North, South, West).
General Science	The external organs, bones, skin, flesh. Common plants and animals. Soil and rocks. Air, wind and storms. Personal Hygiene as in Grade 5.
Arithmetic	Adding and subtracting to 1,000. Multiplication with 2, 3, 4, and 5. A half, a third, a quarter. Two figure multiplicands, with unit multipliers. Start learning to work problems mentally. Learning about meters, kilograms and liters. Practice in estimate measuring. Weighing with a balance scale and estimating weight by volume. Definition of a line, a point. Angles: right, acute, obtuse. Definition of a square and a rectangle.
Drawing	Drawing the geometric forms learned above. Also, drawing from models and free sketching.
Handicrafts	Cutting paper and cardboard along a line. Making paper toys; binding notebooks, labeling; pressing flowers, making utensils: brooms, chop sticks, lanterns, pen holders, etc. Girls will begin to study needlework: hemstitch, back stitch, overcast, chain stitching, and cross-stitching. Also, they will begin to learn food preparation and serving tea and arranging flowers.
Activities	Dances, songs, knot-tying, how to lay a fire, lively games.
Physical Education	Same as Grade 5.

CURRICULUM - GRADE THREE

Vietnamese: Vocabulary	Children will learn the days, weeks, months and years. Also, the names of the internal organs and diseases. Vocabulary items dealing with food and the culinary arts. Different parts of garments, as well as lexical items concerning European clothing will be studies. Different words describing house and building construction will be introduced. Words dealing with the following human relationships will be taught: the household, ancestors, paternal and maternal relatives, cousins, half-brothers and sisters, and orphans. Names of birds, fish, wild animals, forest, and mountains, as well as

technical hunting and fishing terms will also be studied.

Reading — Reading texts and lessons to be learned by heart will be short poems and prose pieces relevant to the Moral Education and Vocabulary classes.

Dictation — Five or six-line passages drawn from the readings texts. Particular attention should be paid to letter formation and punctuation. Although grammar is not regularly taught at this stage, the differences between the low-rising and high-rising broken tones will be stressed.

Composition — The pupils will write sentences with the verb "to be" and the words "then", "that" and "because". They will answer questions on subjects learned in reading classes and write descriptions of trees, animals and simple landscapes.

Moral Education — As in Grades 5 and 4, there are no regularly scheduled classes in Moral Education, but discussions will be held covering the following topics:

1) filial piety
2) duty to parents when children a re young
3) duty to parents when children are adults
4) duty to parents when parents are old and weak
5) duty toward teachers, schoolmates, at school and outside the school
6) keeping one's promises; sincerity
7) relationship with relatives and neighbors

Civics — There are regular lessons and discussions centered around: traffic regulations, government administration, good manners, proper dress, behavior in public, duties of the citizen (paying taxes, military service, obeying the law) and patriotism.

History — In addition to visiting local historical sites, the children will hear stories of heroes of Vitenam from ancient times to modern. The children should be taught the relationship between different historical events and modern times.

Geography — In this class, the pupils will study the heavenly bodies, the poles, and hemispheres, and continents, oceans, tides, seasons and the lunar and solar calendars. They will study social organizations from the class to the school, village, town, district, province, neighboring provinces and Vietnam.

Science	Areas studied will include: water, vapor, clouds and rain. The principle organs of the body, the senses, the circulatory, digestive, respiratory and excretory systems. The pupils will observe different types of animals: dogs, cats, oxen, rabbits, ducks, lizards, frogs, etc. Also, some types of metals and minerals: iron, zinc, copper, aluminum, chalk, clay, sand, salt and coal. In the area of hygiene, preventive medicine and care of the eyes, ears and respiratory, digestive, excretory and circulatory systems will be studied.
Arithmetic	Addition and subtraction with numbers greater than 1,000. Checking of addition and subtraction. The multiplication tables and multiplication with 3-figure numbers. Two-figure division. Adding, subtracting, multiplying and dividing with decimals. Further training in mental calculation. Geometry: square, rectangle, parallelogram and triangle. How to find the perimeter and surface area of above.
Drawing	Lessons will center on pencil drawing from models and realistic reproduction of fruits, leaves, etc.
Handicrafts	
Boys:	Using cardboard to make boxes, calendars, picture frames and toys. Book-binding. Sweeping and cleaning, taking care of clothes, making brooms, fans, etc.
Girls:	Binding books, sweeping and cleaning, pleating and hemstitching: simple, Italian, oblique and straight. Embroidering the 25 letters of the alphabet on canvas, cutting and sewing handkerchiefs, pillowcases and diapers.
Activities	Basically the smae as in grade four, with the addition of skits and pantomimes. More knot-tying, plus laying fires, cooking rice, giving basic first-aid.
Physical Education	Breathing games, collective games.

CURRICULUM - GRADE TWO

Vietnamese:	
Vocabulary	Vocabulary in this calss will focus on official government terminology and the terminology appropriate to trades and occupations. Further, communication and transportation vocabulary will be developed. Meteorological vocabulary will

also be introduced.

Reading	Modern prose and verse pieces which reflect national and social spirit will be studied. Short verses with moral content will be memorized. Reading should be fluent and natural without meaningless sounds between the words. The tone should match the meaning of the text, its characteristics, and details.
Dictation	Ten-line selections from modern literature relevant to the Moral Education classes. Special attention should be paid to punctuation and diacritical marks.
Grammar	Using the dictation selections, the pupils will study the parts of speech, different articles, the parts of a sentence, the active and passive voices.
Composition	Using phrases such as "only...", "not only...but also...", "and...again...", "each", "one", "some", "many", "all", "less", etc. Also, describing things, letter writing and writing narratives will be studied.
Moral Education	Through discussion and lessons, attention will be paid to the following: economy, foresight, courage and simplicity. Further, the responsibility of elders, the duties of younger brothers and sisters and respect for the family spirit. Pupils will also discuss their relationship to school and teacher. Justice, sincerity and patriotism as well as respect for discipline will serve as the final focuses of this class.
Civics	Practicing the virtues of a citizen of the Republic. Effort, sacrifice, self-confidence, self-reliance, wisdom as essential qualities of the political man. The elementary notions of birth, death and marriage certificates.
History	This course will provide a survey of Vietnamese history from prehistoric time, through the period of Chinese domination, Independence and the Period of Rivalry between the North and the South.
Geography	Physical, political and economic geography of Vietnam. The geography of Cambodia, Laos, Thailand and China in relation to Vietnam. Map drawing.
Science & Health	The following will be emphasized:

A. Parts of the body, the senses, the skeletal, nervous and muscular systems in addition to the circulatory, respiratory and excretory systems.

B. Classification of animals

C. Parts and functioning of trees. Use of fertilizers.

D. Common and precious stones used in construction; common metals: brass, iron, steel, lead, tin, etc.

E. Hygiene:

1. Review of previous study.
2. Caring for food, dangers of alcohol, tobacco and opium, filtering water.
3. Ways of digging wells.
4. Methods of disinfection.
5. Quarantines.
6. Government health regulations.

Arithmetic — Review of four basic procedures; review of decimals and introduction to adding and subtracting fractions. Problems and exercises concerning everyday things. Multiples and sub-multiples of the metric system. Geometry: rhombus, trapezium, polygon and circles.

Drawing — Measuring a model by eye. Sketching from a model, decorative lines, drawing from memory and mixing water-colors.

Handicrafts

Boys: Modeling with clay, sketching, learning to saw, chisel and plane, binding books, planting flowers in pots, making useful objects.

Girls: Mending, simple sewing, embroidery.

Activities — Reading music, rhythmic dancing, comic plays, first aid, compass orientation and knot-tying.

Physical Education — Swimming, exercise, collective games.

Child Care

Girls only: Child care: holding, bathing, dressing and feeding babies. Learning about breast and bottle feeding.

CURRICULUM - GRADE ONE

Vietnamese:

Vocabulary	Pertaining to sports, games, sightseeing and tourism, culture, science, laboratories, seaports, import-export activities, social aids, philanthropy, race, religion, systems of government, military life, weapons, war and peace.
Reading	Reading of good prose and verse pieces from contemporary sources and excerpts from the Masters. The pupils should begin to recognize different kinds of style and be able to interpret texts.
Dictation	Passages of 15 lines relevant to vocabulary and moral education. Explanation of words and main ideas of the text.
Grammar	Linking several short sentences, writing transitions, beginning grammatical analysis.
Composition	Business letters, memoirs and explanations of adages and proverbs.

Moral Education	Discussion and lectures will stress: value and necessity of manual labor, choosing a profession, honesty, professional conscientiousness, mutual assistance, sacrifice to aid countrymen, kindness and charity, duties to the nation, respect for other cultures.
Civics	Duties of the citizen, observance of the law, love for justice and freedom, love for country and its symbols, rights of the citizen, elections, organization of the government, legislative powers, executive powers, public offices.
History	Survey of Nguyen dynasty, French colonial period and Independence Period.
Geography	Geography of Vietnam, India, the Philippines, Indonesia, Burma, Japan. The location of the continents (emphasizing powerful allies of Vietnam) and map-drawing.
Science	Gravity and weight, ignition, air pressure, pumps, barometers, magnets, electricity. Hygiene: parasites and bacteria, common illnesses, contagious illnesses.

Arithmetic	Fractions, percentage, proportion, volume, density, prisms, cylinders.
Drawing	Measuring a model by eye, perspective, mixing colors, sketching, drawing in proportion.
Handicrafts	Polishing furniture, making furniture, toys, etc.
Physical Education	Same as Grade Two.

GENERAL INFORMATION SERIES:
Testing English Language Proficiency

This three-part paper consists of A) a bibliography of tests; B) a bibliography about testing; and C) principles for test construction and administration. The bibliographies are designed to present some of the available testing materials and discussions of testing for your consideration. They are by no means exhaustive; rather, we have selected readily available materials, which, we feel, will be of maximum value to the classroom teacher. Thus, we have not included papers of an esoteric or highly technical nature, nor have we included tests requiring specially trained administrators or correctors.

While all of the test instruments have been annotated, only one of the texts, that by David P. Harris, has been. For the most part, the title of the paper adequately indicates the content. However, in the case of Professor Harris' book, a full annotation was made, largely to acquaint the reader with the potential of this work.

It should be remembered that, while these tests can be useful as indicators, they should not be given more importance than they have. That is, the administrators and evaluators of the tests must bear in mind that an individual's performance on any given test, taken on any given day may be very different on another day or with another test. Use the test results with discretion.

In addition to the two bibliographies, we have included a brief guide for the construction and administration of tests. If you decide that you wish to write your own test, this list should prove helpful.

A reminder: If your own local municipal or university library does not have the journal or book in which you are interested, ask the librarian if the journal may be obtained through the inter-library loan system.

Inclusion on this bibliography, of course, does not constitute an endorsement of any item, nor does it constitute an endorsement of any theoretical orientation.

ACRONYM	LEVELS TESTED														
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	→
1. APELL															
2. Boehm															
3. CAT															
4. CELT															
5. Diag. Test ESL															
6. Ilyin															
6a Ilyin Struc.															
7. Inter-Amer.															
8. SWCEL															
9. TOCA															
10. OPT															
11. Michigan Test															
12. MAT-SEA-CAL															
13. Bilingual Struc.															
14. Tx.Child Mig.Prog.															
SUBTOTAL	4	8	9	8	6	5	3	3	6	6	9	9	9	9	8

A: Bibliography of Tests

ASSESSMENT PROGRAM OF EARLY LEARNING LEVELS (APELL)

E.V. Cochran & J. Shannon
Edcodyne Corporation
Suite 935
1 City Boulevard West
Orange, California 92668 (1969)

Grade Range: Pre K-1

Administer to: Groups

Time: 40 minutes (2 sessions)

Languages: English, Spanish

REMARKS: A non-verbal test for identifying educational deficiencies at early childhood levels. The APELL test yields 16 scores: 4 Pre-Reading (visual & audial discrimination, letter names & total); 4 Pre-Math (attributes, number concepts & facts & total); 7 Language (nouns, pronouns, verbs, adjectives, plurals, prepositions & total); and 1 Total Score. The Manual gives norms for Total Score only. It may be administered in any language.

Cost: $35.00 for teacher's manual, student's manual and 35 response cards.

BOEHM TEST OF BASIC CONCEPTS

A.E. Boehm
Psychological Corporation
304 East 45th St.
New York, N.Y. 10017 (1969)

Grade Range: K-2

Administer to: Individuals or Small Groups

Time: 30 minutes

Languages: English, Spanish

REMARKS: This is a picture test designed to appraise mastery of basic concepts commonly found in early childhood instructional materials. These concepts are essential to understanding oral communications from teachers and other children. It is designed as both a diagnostic and remedial or teaching instrument; the Boehm identifies the particular concepts that are unknown to children for use as the focus of instruction.

Cost: $6.50 for directions, key and class record form - 30.

CALIFORNIA ACHIEVEMENT TESTS

E.W. Tiegs & W.W. Clark
CTB/McGraw-Hill
Del Monte Research Park
Monterey, Calif. 93940

or

CTB/McGraw-Hill
Order Service Center
Manchester Road
Manchester, Mo. 63011

Grade Range: 1-12

Administer to: Groups

Time: 1-3 hours

Languages: English

REMARKS: Designed to measure educational achievement and provide an individual analysis of a child's learning difficulties, the CAT consists of three sections: Reading, Arithmetic and Language. The skills assessed by this battery include Reading Vocabulary, Reading Comprehension, Arithmetic Reasoning, Arithmetic Fundamentals, and Mechanics of English and Spelling.

Order form A - Pre-test; or
B - Post-test

Grade:		
1.5-2	CAT-70-H/S-1	$11.55 for 35
2-4	CAT-70-H/S-2	11.55 for 35
4-6	CAT-70-3	15.40 for 35
6-9	CAT-70-5	15.40 for 35

COMPREHENSIVE ENGLISH LANGUAGE TEST (CELT)

D.P. Harris and L.A. Palmer
McGraw-Hill International Book Company/48
1221 Avenue of the Americas,
New York, New York 10020

Grade Range: High School - Adult

Administer to: Groups

Time: 2 hours

Language: English

REMARKS: Designed to assess the English language proficiency of non-native speakers, the CELT provides a series of easy-to-administer tests, especially appropriate for intermediate and advanced high school, college and adult English as a Second Language courses. The CELT consists of three multiple-choice tests, Listening, Structure and Vocabulary, which may be used separately or as a complete battery. (cont.)

All the CELT tests use a separate answer sheet and a reuseable test booklet.

The listening test measures the ability to comprehend short statements, questions and dialogues as spoken by native speakers of English; it contains 50 items and takes about 40 minutes. The structure test has a total of 75 items to be answered in 45 minutes and measures the ability to manipulate the grammatical structures occurring in spoken English. The vocabulary test contains 75 items and requires 35 minutes to administer. It assesses the understanding of the kinds of lexical items which occur in advanced English reading.

Cost:			
	a)	Listening test-specimen set	$ 3.00
		complete with tapes	20.00
	b)	Structure specimen	2.50
		Structure test, complete	10.50
	c)	Vocabulary specimen	2.50
		Vocabulary, complete	10.50
	d)	100 answer sheets	4.00

DIAGNOSTIC TEST FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE

A.L. Davis
McGraw-Hill International Book Company
1221 Avenue of the Americas
New York, New York 10020

Grade Range: High School - Adult

Administer to: Groups

Time: 60 minutes

Language: English

REMARKS: This test is designed to assess knowledge of English structure and idiomatic vocabulary through 150 multiple-choice questions. The test can be used to determine whether special instruction is necessary; to place students in classes of different levels of proficiency; or to aid in the preparation of lesson plans. The instruction sheet which accompanies the test booklets and answer sheets contains a short section on scoring and interpretation.

Cost: $3.50 for test booklets and answer sheets.

ILYIN ORAL INTERVIEW

Donna Ilyin
Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969

Grade Range: 7 - Adult

Administer to: Individuals

Time: 5-30 minutes

Language: English

REMARKS: Designed to test a student's ability to use English orally in response to hearing it, in a controlled situation. The Interview may be used to place incoming students in an appropriate level English as a Second Language class; to show achievement gains in a pre/post-test situation; or to correlate an individual's oral proficiency with his performance on tests that require reading or writing skills. The interview consists of 50 items, progressing from simpler to more difficult. Each item is scored for accuracy of information and accuracy of structure, including word order, verb structure and other structures; pronunciation and fluency are not scored.

Cost: Manual and test book: $14.50
Answer pad of 50 sheets: $1.95

ENGLISH LANGUAGE STRUCTURE TESTS

D. Ilyin and J. Best
Newbury House Publishers
68 Middle Road
Rowley, Mass. 01969

Grade Range: 7 - Adult

Administer to: Individuals

Time: 30 minutes

Language: English

REMARKS: 6 tests of English structure which can be correlated with the Ilyin Interview tests for placement of students. Two forms each of Beginning, Intermediate and Advanced tests.

Cost: Tests - $2.95; 50 Answer Sheets w/Key - $3.95

INTER-AMERICAN SERIES

H.T. Manuel
Guidance Testing Associates
6516 Shirley Ave.
Austin, Texas 78752

Grade Range: Pre K-13

Administer to: Groups

Time: 14-52 minutes

Languages: English, Spanish, French, Italian

REMARKS: This battery of tests includes: Test of General Ability; Test of Reading; Comprehension of Oral Language; Reading and Numbers; Inventory of Interests; the CIA (Cooperative Inter-American) Tests of General Ability; CIA tests of Reading; CIA Language Usage Test; CIA Natural Sciences and CIA Social Studies. The tests are published in all four languages and the children can be tested in their native language (for francophone bilinguals). Oral Language Test: Short test designed to estimate the child's ability to understand simple words or phrases read to him in English. Group-administered, it takes about 20 minutes. The child marks a picture in response to the expression read by the teacher.

Cost: Contact Guidance Testing Associates for price information.

SWCEL TEST OF ORAL ENGLISH PRODUCTION

Southwestern Cooperative Educational Laboratory
229A Truman N.E.
Albuquerque, N.M. 87108

Available from: ERIC Document Reproduction Service
P.O. Box 0
Bethesda, Maryland 20014
Ref: ED 042-793

Grade Range: Pre K-2

Administered to: Individuals

Time: 10-15 minutes

Language: English

REMARKS: Designed to evaluate English as a second language programs, this test was specifically designed to test children in the primary

grades. While pronunciation and vocabulary items are included, the test's major emphasis is on grammatical competence, measured in responses elicited in a "spontaneous" manner by the administrator. No special skills required to administer the test, just the manual and the kit of props, pictures, etc. The conversation is tape-recorded and sent to the SWCEL where it is scored by trained individuals.

Cost: Information not available.

TESTS OF GENERAL ABILITY (TOGA)

J.C. Flanagan
Science Research Associates
259 East Erie St.
Chicago, Illinois 60611

Grade Range: K-12

Administered to: Groups

Time: 45 minutes

Language: English

REMARKS: Designed for use in K-12, the TOGA provide a non-verbal measure of general intelligence and basic learning ability. The scores are said to reflect ability independent of school-acquired skills, and therefore the TOGA are particularly useful for students from culturally different backgrounds.

Cost:	K-2	pack of 25 answer books:	$ 6.30
	2-4	pack of 25 answer books:	6.30
	4-6	pack of 25 answer books:	8.30 (reusable)
	6-9	pack of 25 answer books:	8.30 (reusable)
	9-12	pack of 25 answer books:	8.30 (reusable)
		100 answer sheets	10.50
		stencils	.67

ORAL PLACEMENT TEST AND ORAL PRODUCTION TESTS

R. Poczik
Bureau of Basic Continuing Education
State Education Department
Albany, N.Y. 12224

(cont.)

Grade Range: 7-Adult

Administered to: Individuals

Time: 5-10 minutes

Language: English

REMARKS: The Oral Placement Test is designed to place students in one of three ESL levels. The test is totally oral, consisting of 15 question-answer items, and suggested questions for a brief "free" conversation. The measure yields scores for Auditory Comprehension, Oral Production and Conversation. The Production Tests are based on the Orientation in America Series and may be inappropriate if other texts are used. These tests are used to evaluate the students' oral achievement with regard to curriculum covered. Each test has a question-answer section and a free conversation section with an oral rating scale. The test format could be adapted to other texts by substituting the questions from whichever text is in use.

Cost: Free of charge.

BILINGUAL SYNTAX MEASURE

M.K. Burt, H. Dulay, E. Hernandez
Harcourt, Brace, Jovanovich
New York, N.Y.

Grade Range: Pre K-3

Administer to: Individuals

Time:

Language: English and Spanish

REMARKS: This test measures the child's structural proficiency in English. It can also be used for diagnosis and placement. The child response booklets are available in English or Spanish. Specify which edition you want.

Cost: Test booklet, 35 response booklets and manual: $45.00

MAT-SEA-CAL ORAL PROFICIENCY TESTS

J. Matluck & B. Mace-Matluck

Available from: The Center for Applied Linguistics
1611 North Kent St.
Arlington, Va. 22209

Grade Range: K-4

Administer to: Groups and Individuals

Time: 25-40 minutes

Language: English, Cantonese, Mandarin, Ilokano, Spanish and Tagalog

REMARKS: This test is designed to 1) determine the child's ability to understand and produce distinctive characteristics of spoken English, express known cognitive concepts and to handle learning tasks in English and 2) to provide placement and instructional recommendations with respect to alternate programs such as special English or bilingual education. The test consists of three parts: Part I tests Listening Comprehension and is group-administered (27 items). Parts II and II are individually administered and test Sentence Repetition (26 items) and Structured Response (28 items). The test uses visual aids as well as tape-recorded stimuli which are not essential to the test. It can be scored by the administrator.

Cost: Information not available.

MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY

J. Upshur & J. Harris, et al
English Language Institute
The University of Michigan
Ann Arbor, Michigan

Available from:
Follett's Michigan Bookstore
322 South State St.
Ann Arbor, Michigan 48108

Grade Range: 9-Adult

Administer to: Groups

Time: 75 minutes

Language: English

REMARKS: This test consists of three parts: Grammar, Vocabulary and Reading Comprehension. It can be used diagnostically for placement, or as a post-test to see how much the student has learned. The test consists of 100 items: 40 in the grammar section, 40 in the vocabulary and 20 in reading comprehension.

(cont.)

It is totally non-verbal. Some of the grammar items in Form D appear stilted, but this fault has been corrected in the E Form of the test.

Cost: $8.00: 1 form: 20 copies, 100 answer sheets, 1 manual, 1 stencil

TEXAS CHILD MIGRANT PROGRAM TESTS

Oral Language Committee
Migrant and Preschool Programs
Texas Education Agency
201 East Eleventh Street
Austin, Texas 78701

Grade Range: K-3

Administer to: Individuals and Small Groups

Languages: English, Spanish, adaptable to others

REMARKS: This series is the result of the work of the Texas Education Agency, which tried to establish a series of pre-/post-tests designed to test the communication skills and concept-retention of children from linguistically different backgrounds. The tests are easily administered, using readily available props, and ask the child to tell a story, engage in a conversation, etc. Each pre-test is also designed to test retention of the concepts taught the year before. The Performance Objectives Manual includes a cogent discussion of the theoretical (linguistic, social and ethical) bases of the tests, as well as a narrative description of the levels of fluency. The tests appear to be easily adaptable for use with a variety of students in a variety of situations.

Cost: The test is being deposited into the ERIC system, hence, only ERIC's reproduction costs would have to be paid.

B: Bibliography About Testing

1. Harris, David P., Testing English as a Second Language, McGraw-Hill, N.Y., 1969, 151 pp. $3.50.

   This concise book explains clearly the rationale for testing, as well as explaining how to construct tests, administer them, and interpret them. Because his work focuses primarily on the teaching of English as a second language, Professor Harris discusses different types of questions to use when testing grammar, vocabulary, reading comprehension, writing and speaking. Equally important, however, the classroom teacher with little testing experience will find the discussion of the more technical side of testing useful. Harris shows how to compute means, medians, standard deviations, test reliability, etc., and discusses ways in which the teacher can effectively interpret these figures. While specifically geared to the needs of the teacher of English as a second language, Professor Harris' book will prove useful to any teacher required to set or interpret tests.

2. Allen, Virginia French, "Toward a Thumb-Nail Test of English Competence", in Papers on Language Testing, 1967-1974, edited by Leslie Palmer and Bernard Spolsky, TESOL, Washington, D.C., 1975.*

3. Clark, John L.D., Foreign Language Testing: Theory and Practice, The Center for Curriculum Development, Inc., Philadelphia, Pa., 1972, 174 pp.

4. Daniels, Alan, "Language Proficiency Testing and the Syllabus", in Testing in 2nd Language Teaching, ed by Maureen Concannon O'Brien, University of Dublin Press, Dublin, Ireland, 1974, pp. 18-26.

5. Foreign Service Institute, "A Checklist for Self-Appraisal of Speaking Proficiencies", School of Language Studies, Arlington, Va., undated.

6. Ilyin, Donna, "Structure Placement Tests for Adults in English Second Language Programs in California" in Papers on Language Testing, 1967-1974.

7. Oller, John, "A Cloze Test of English Prepositions" in Papers on Language Testing, 1967-1974.

8. Plaister, Theodor H., "Testing Aural Comprehension; A Culture-Fair Approach", in Papers on Language Testing, 1967-1974.

9. Rand, Earl, "A Short Test of Oral English Proficiency", Language Learning, Vol. 13, No. 3.

10. Robinson, Peter, "Oral Expression Test" in English Language Teaching, Vol. 25, No. 5, 1970.

* Papers on Language Testing, 1967-1974 is available from TESOL, 455 Nevils Building, Georgetown University, Washington, D.C., at $6.50 to non-TESOL members and $5.00 to members.

11. Robinson, Peter, "Testing the 2nd Language Competence of Children & Adults", paper presented at the 4th Annual Conference of IATEFL, London, 1971.

12. Spolsky, Bernard et al, "Three Functional Tests of Oral Proficiency", in Papers on Language Testing, 1967-1974.

13. Spolsky, Bernard, et al, "Preliminary Studies in the Development of Techniques for Testing Overall Second Language Proficiency", in Language Learning, Spec. Issue #3, 1968, pp. 77-102.

14. Spolsky, Bernard, "Language Testing -- The Problem of Validation", in Papers on Language Testing, 1967-1974.

15. Upshur, John A., "Objective Evaluation of Oral Proficiency in the ESOL Classroom", Papers on Language Testing, 1967-1974.

16. Upshur, John A., "Cross-Cultural Testing: What to Test", Language Learning, Vol. XVI, Nos. 3 & 4, pp. 183-196.

17. Upshur, John A., "Testing Foreign Language Functions in Children", TESOL Quarterly, Vol.1, #4, pp. 31-34.

18. Valette, Rebecca, Modern Language Testing: A Handbook, Harcourt, Brace & World, N.Y., 1967.

19. White, Ronald, "Communicative Competence, Register and 2nd Language Teaching", International Review of Applied Linguistics in Language Teaching, Vol. 12, No. 2, 1974, pp. 127-142.

C: Principles for Test Construction and Administration

1. First, decide what you want to test. If, for example, you wish to test vocabulary, but your test uses written stimuli, you may be testing reading skills more than vocabulary. For an oral test, use oral or pictoral stimuli. However, if you must use written stimuli try to place the vocabulary item into a context:

    1. The cat is agile. "Agile" means about the same as:

        a. clumsy
        b. quick
        c. yellow
        d. graceful

2. If you use pictoral stimuli, keep from being culture bound. Ask yourself "Does this picture mean the same thing to everyone?"

3. If you use written stimuli, be sure to accept all possible contact variations. Given the fact that your students may have learned English in the British style, your test should not penalize them for using British writing mechanics.

4. Start your test with easier items and build up to the more difficult ones. This will increase the examinee's self-confidence and allow him to do a better job on the test.

5. Pre-test the items on your examination before you give it to insure the validity of the test items. You may find that particular items are too difficult or too easy and you may wish to replace these.

6. Use plenty of examples to show what the examinee must do before beginning the test. Make sure he understands what is expected of him.

7. Insure that all instructions are clear, brief and unambiguous.

8. Insure that the examinee has enough time to complete the test.

9. If you give a multiple choice test, use separate answer sheets. These may be grid-scored, which allows the test booklets to be reused.

10. Never reinforce during the test, particularly if it's an interview-type test. Remain neutral, expressing neither approval nor disapproval. While you should repeat a stimulus if the examinee has not heard it, do not press the examinee to answer if he has obviously not understood your stimulus. Remember that if the examiner is relaxed and friendly, the inherent tension of the test situation will be reduced and the examinee will have a better opportunity to perform well.

GENERAL INFORMATION SERIES:
Hints for Tutors

Tutoring is a unique situation wherein two individuals come together to work toward a common goal: the student wants to learn a skill which the tutor has mastered. But more than that, it's a chance for two people to get to know one another and to learn about each other. For, while the student is learning the skill, both the tutor and the student are learning about each other: how they think, react, their different cultures and so on.

Everyone approaches tutoring with a little uncertainty. You may wonder whether you are qualified to tutor. If you are interested in helping other people and if you are willing to work, then you are qualified to tutor. You must also be committed to devoting time regularly so that you establish a close relationship with another human being.

This list of hints has been prepared to make tutoring a little easier. You will be tutoring in one of two situations: with an adult who needs to learn English so that he/she can live and work in this country, or with a student who needs to learn English in order to go to school. Some of the hints may seem more applicable to one situation or the other, but they can all be adapted to either situation.

After the list of hints, you'll find some sample lessons. These are intended to show you the kinds of things which can be included in your tutoring session and how to prepare them. A short bibliography for further reading is also included.

1. BE ON TIME. Never simply fail to show up. If you cannot keep an appointment, call. Try to speak with your student and explain that you'll be unable to meet him. Give an additional assignment if possible. Re-confirm the next appointment. If the student feels you don't care about him or the tutorial, he won't care either.

2. DON'T CONFUSE THE STUDENT. If his classroom teacher wants him to do a particular kind of problem or process in a certain way, go along. Once the student has mastered the skill taught the teacher's way, you may want to introduce another approach. But remember that if you and the teacher are teaching two different methods to the same solution, it will be the student who is caught in the middle. For example: if the teacher wants the student to use non-contracted forms in a composition class ("I will",

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Adapted in part from: Guidebook for Tutors, by Andrew D. Cohen, James C. Kirk and W. Patrick Dickson. (ERIC, ED 084 326)

instead of "I'll") encourage the student to use these non-contracted forms. When he has mastered these, explain about contractions and style, written and spoken English and so on. Teaching may be a subversive activity, but you shouldn't commit your student to the Revolution.

3. BE PREPARED. Never appear for a lesson unprepared. Try to have several ideas or strategies to work on. If one method doesn't work, be ready to try a different approach. While you should avoid making the tutoring session unpleasant, you must also insure that the student learns. Therefore, if he doesn't understand one approach, switch to another. Also, try to remember which tasks or skills were especially difficult for the student. Check in subsequent lessons to see if he's really mastered these skills.

4. WORK AS CLOSELY WITH THE CLASSROOM TEACHER AS POSSIBLE. Your Vietnamese or Cambodian student may be taking English classes in Adult Education, at the "Y", etc. Your job is twofold: to help him stay with his class and to fill in the background. Don't assume he knows a concept or idea simply because his age-peers do. But don't treat him like an idiot, either. Always try to be sensitive to the student so that you'll be able to judge when he does understand and when he doesn't. By working with the teacher, you'll be able to concentrate your attention on those areas which the teacher feels need improvement, as well as working to broaden the student's understanding of the material. At the same time, listen to the student. What does he feel he needs? What does he want to learn?

5. BEFORE BEGINNING TO TUTOR, DETERMINE AS PRECISELY AS POSSIBLE WHAT THE STUDENT SHOULD LEARN. That is, is your primary task to be teaching English, or teaching math? Teaching English or teaching how American culture works? If you can state the goal as precisely as possible, you'll be able to admit digressions, or enlargements without feeling that you're hopelessly off the track, or have "wasted" a session. Sometimes, a digression is helpful. Periodically, talk with the student about the progress you've made together. Keep a log of each lesson and show the student what progress he's making.

6. DON'T BE AFRAID TO ADMIT YOU DON'T KNOW. If your student asks you a question (usually beginning with "Why") and you don't know the answer, say so. Be wary of rules, especially in English because there are so many exceptions. Avoid asking the student to memorize grammar rules. Rather, help him learn patterns, using real sentences, which make sense. Thus, instead of teaching that adverbs are formed by adding the particle "-ly" to the adjective, teach him sentences like "The beautiful girl dances beautifully" or "The quick dog ran quickly".

7. REMEMBER TO INVOLVE YOUR STUDENT TO THE MAXIMUM DURING THE LESSON. You should not do all the talking. Initially, of course, you will talk more than your student. But remember that he'll learn more as he talks more. Language requires practice. Ask your student questions, elicit his advice about the lesson, etc. Also, use real examples. If you're teaching a lesson about question formation, ask things like "Where's your house?" or "How much does a Coke cost at McDonald's?" Questions like "What is the capital of England?" or "Does the cat have a tail?" aren't nearly as inter-

esting to the student as things from his own life.

8. BE CAREFUL ABOUT CORRECTING. While you might want to correct often during a pronunciation drill or a grammar exercise, you'll not want to correct so frequently during a guided conversation. Avoid embarrassing or humiliating the student in any case. If a student is groping for a word, quietly supply it. Keep the learning activity, whatever it is, going. Momentum is very important in the tutoring session. If you're working on a structure which has required lots of corrections, switch to something the student can handle fairly easily. Rebuild the confidence he may have lost during the more difficult preceding section.

9. VARY THE TUTORING ACTIVITIES. Take walks together, describing the things you see. Read and discuss a story or newspaper article. This is especially effective for adults. Go to a coffee shop and chat. In the more formal "classroom" situation, use a variety of techniques: vocabulary building, structure practice, sentence transformation, etc. Use magazines, pictures, the objects you use and handle everyday. Go into the kitchen to talk about food and food preparation. Go into the garage to talk about the car. Ask about parallel situations in the student's native culture.

10. USE YOUR OWN, REAL LANGUAGE. Imagine the following situation: I'm a teacher of English. I'm on an airplane and the man next to me begins to talk to me. We introduce ourselves:

Him: Hi. My name's Bill Smith. I sell neckwear for Rooster Ties.

Me: Hi. My name's George Brown. I teach English.

Him: English teacher, eh? I'd better watch my grammar.

Of course, he's not totally serious, but partly, he is. Americans are sometimes very self-conscious about their language. We recognize the difference between high school grammar and our real language. Teach your student to speak the way real people speak, not the way they "ought" to speak. For example, English sentences don't end in prepositions, do they? Or do they? Sometimes, they do. Avoid teaching your students hard and fast rules, or stilted styles of speech. They may get into trouble later.

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Two sample lesson plans. These lesson plans have been designed for use with an older student, high school age or adult. They are intended to show how the lessons should form one smooth, continuous flow, from one to the next, although the two lessons given here are not subsequent. You'll notice that the vocabulary in the first, as well as the structures, are fairly basic, but that by the second lesson plan, the student has made progress and has thoroughly mastered the concepts and vocabulary presented in the first lesson.

Sample Lesson Plan #1

Objectives: 1) Question formation with where
2) Vocabulary: prepositions: on, in, next to, beside, over, by, close to, etc.

Props: pencils, box, book and kitchen clock

BACKGROUND: Last time, we learned the questions: "What's this?" "What're these?" and the answers "It's a _____" and "They're _____." We have already taught days of the week and numbers, as well as the question "Who"

I. Start with a quick review of last week's work:

T: What's this?
S: It's a book.
T: Good for you. Okay. What're these?
S: They're pencils.
T: Good. What's this?
S: It's a box.
T: Good. Listen: The pencil is in the box. (Suit action to words.) Listen again: The pencil is in the box. Repeat.
S: The pencil is in the box.

II. T: Very good. Where's the pencil?
The pencil is in the box.
Where's the pencil?
S: The pencil's in the box.
T: Very good. Okay. Ask me. (Hands the pencil to the student.)
S: Where's the pencil?
T: The pencil is in the box.
Now listen. (Puts the pencil on the box.)
Where's the pencil?
The pencil is on the box.
Repeat question and answer.
Where's the pencil?
S: The pencil is on the box.

Continue through this activity, alternating asking and answering the question, using the pencil and the book, etc. When the student's attention begins to flag, change.

III. Take the kitchen clock, with the hands set to 6:00. Ask

T: When's dinner?
Dinner's at 6 o'clock.
Repeat: Dinner's at 6 o'clock.
S: Dinner's at 6 o'clock
T: Good. When's bedtime?
S: Bedtime's at 10 o'clock (Adjust the hands on the clock to give him his cue.)
T: When's Bill coming?
S: Bill's coming at 3 o'clock.
T: Who's Bill? (This will provide a quick break from the new structure and at the same time surprise the student, who

should be able to answer correctly. This will provide good encouragement to the student.)

S: Bill's my friend.
etc.

IV. Wind up with a quick review of the prepositions and close on a positive note by asking the student a question you know he'll get right.

Next session, you can go on to teach the division of the hour* and questions with the auxiliary verb "do" and "will".

So, this lesson continues from last time ("what's this?") into "Where's the pencil?" and "When's dinner?" and prepares for next session "When does school start?", etc.

* When you teach minutes, decide whether you'll use "ten to" or "ten of" and "ten after" or "ten past"; twelve-thirty, or half past twelve". Remember to be as consistent as possible.

Sample Lesson Plan #2

Objectives: This is a three-stage lesson designed to test and reinforce all previous work. It will involve "wh" questions, questions with auxiliaries "do" and "will", numbers and prepositions.

Session I: Review numbers, questions, etc. Explain that next time will involve an outing to a grocery store. You need to buy things to make a cake.

Q. What do we need?
A. We need chocolate, flour, sugar, butter, eggs.
Q. Where are we going?
A. We're going to the supermarket.
Q. Do we need to buy flour?
A. No, we have some.
Q. When'll we go?
A. We'll go on Saturday.

Session II: At the supermarket:

Q. Where's the vegetable department?
A. It's near the door.
Q. Where's the chocolate?
A. It's in the baking section, next to the walnuts.

Session III: At home

Q. What are we doing?
A. We're baking a cake.
Q. Why are we baking a cake?
A. Because we're hungry.

etc.

End of Session III: Eat the cake

This total activity in three parts not only reinforces all things the student has learned, it serves to remind the student of the reason he's learning English and graphically shows him how much English he's learned. Further, it varies the routine and shows him an aspect of American culture.

References

ALLEN, HAROLD B.
1965 Teaching English as a Second Language: A Book of Readings
New York: McGraw-Hill Book Co.
A collection of articles to help those who are teaching persons for whom English is not the first language. It includes articles about both elementary and advanced teaching, specific native languages, etc.

DORRY, GERTRUDE NYE
1966 Games for Second Language Learning
New York: McGraw-Hill Book Co.
In this book the author has assembled language practice games which she has used in teaching English as a second language. The games allow for total or partial classroom participation. The book has games for students of English at all levels and the level of each game is specified. These language-practice games are grouped according to the aspect of language that they emphasize, and include number games, spelling games, vocabulary games, structure-practice games, pronunciation games, and rhyming games.

GOLTRY, M.
1973 Forms in Your Future
New York: Learning Trends
A book of 24 forms encountered in daily life, such as applications for social security numbers, applications for jobs in factories and in offices, applications for checking and savings accounts in banks, insurance forms, applications for driver's licenses and marriage licenses, federal income tax forms, magazine mail order forms and voter registration forms. Vocabulary exercises are included.

HAUPTMAN, PHILLIP and UPSHUR, JOHN
1973 Fun With English
New York: Collier Macmillan International
Mixed bag of crossword puzzles, anagrams, word games and "mystery" stories for ages ten and above, designed to provide supplemental practice in English for intermediate students.

MITCHELL, ELIZABETH C.
1965 Beginning American English
Englewood Cliff, N.J.: Prentice-Hall
This book uses a conversational approach to English. It can be used either by a class with a trained teacher or

by individuals who cannot attend formal language classes. It supplies material for learning fundamental vocabulary and sentence patterns.

STEVICK, EARL W.

1957 Helping People Learn English -- A Manual for Teachers of English as a Second Language
Nashville, Tenn.: Abington Press

A brief (130-page) guide for the non-professional teacher. It includes teaching strategies, discussion of particular grammatical points and includes useful discussion of sound formation. This is probably the most helpful of all the items on this bibliography, in terms of information of both a general and specific nature.

YORKEY, RICHARD C.

1970 Study Skills: For Students of English as a Second Language
New York: McGraw-Hill

Text for the intermediate or advanced ESL student which teaches him the mechanics of studying in the U.S. high schools or colleges. Included are chapters on using English-English dictionaries, writing outlines, taking notes, using libraries, taking exams, etc. Exercises giving practice in study-skills discussed. Valuable to the foreign student new to the U.S. educational system.

ELEMENTARY EDUCATION SERIES:

On Keeping Lines of Communication with Indochinese Children Open

In late spring of 1975 some 120,000 Vietnamese and some 4,000 Cambodians came to the United States seeking refuge. Following a period of time ranging from a few days to several months in a temporary resettlement camp, by August some 70,000 had accepted the sponsorship of an American community. The refugee children have become a part of our schools this fall.

Elementary teachers in communities sponsoring refugees will have a significant role in the education of the younger Vietnamese children. The teacher will be one of the first friends the Vietnamese child will have. Vietnamese children already hold their unknown teacher in high esteem -- it is part of the Vietnamese culture to value the teacher only slightly less than one's parents. The type of response made by the American elementary teacher to this respect will largely determine how happy and successful the child will be in his new country.

Elementary teachers in this country will know very well that their first line of responsibility to the Vietnamese children entering their classrooms is to make them feel as welcome, as comfortable, and as successful as possible from the first moment they are there. The following suggestions may be helpful to you in working with Indochinese youngsters:

Keep lines of communication open between teacher and student.

1. Use the services of a Vietnamese-speaking teacher or teacher aide, if one is present in the school. To know that there is someone nearby who can respond to the child in his own language can be a benefit well-justifying the expense. The bilingual staff member

is good insurance that the child and the school can communicate while the child is learning English.

2. Use peer group instruction in the child's language wherever possible. In some circumstances schools will be receiving a number of Vietnamese children of the same age, some of whom may demonstrate significant bilingual ability. The Vietnamese child who is bilingual can be useful. The use of his talents will do much for his self-esteem and sense of success.

3. Both English-speaking teachers and students in class would do well to learn a little Vietnamese or Cambodian. The child's willingness to make a real effort to learn English will be enhanced if he sees his teacher and other students interested in and willing to learn a few words of his language. Going through the process of learning a foreign language, even a small part of it, will increase teachers' and peers' understanding of and patience with the Indochinese child in his first weeks in an English-speaking school. English speakers will be most interested in learning, for example, Vietnamese greetings and other courtesy phrases, and names of objects and ideas important to both teacher and child. Further, basic directions and information given by teachers to children might well be learned in Vietnamese. More important than what or how much Vietnamese the teacher is willing to learn is the willingness of the American teacher to extend him/herself for the Vietnamese child.

4. Use simple and basic English in talking with the child. Teachers can assist the Vietnamese child who has learned a small amount of English by keeping her own statements to the child simple and basic and, as much as possible, consistent with the English the child has mastered. Teachers should avoid as much as possible using slang, figurative language, long and complex sentences, and a variety of words for one item when talking to a student with limited command of English.

5. Teach him English as a second language as efficiently and as rapidly as possible. Teaching English to students as a second or foreign lang-

uage is a complex teaching skill optimally performed by a trained specialist. Because some schools do not have such a specialist on their staffs, it will be necessary for regular classroom teachers to carry responsibility for teaching English as a second language.

The National Indochinese Clearinghouse has a forthcoming bulletin describing in-service education and special resources to help teachers develop some of the skills utilized by English as a Second Language (ESL) specialists.

Teachers who are assigned the responsibility of teaching English to non-English-speaking Vietnamese children should plan to follow these suggested procedures:

- Seek help. A telephone call to the Indochinese Clearinghouse will result in recommended materials and consultative help.
- Assume -- very wisely -- that a staff member who can effectively teach English as a second language will be a valuable (even necessary) resource for many American children as well as the Vietnamese. Use the need in this occasion to broaden your school's professional competencies.
- Do a careful survey of one or two basic reference materials on teaching English as a second language.
- Investigate the possibility of getting the services of an ESL specialist to work with classroom teachers to conduct teacher education, construct curriculum, select sound material.
- Consult with members of the bilingual education staff who have faced many of the same situations with children in their programs. Though their program will necessarily have to be adapted for the special needs of Vietnamese children, their understandings and background can be very helpful.

REFERENCES

1. Abrahams, Roger D. and Rudolph C. Troike, eds. Language and Cultural

Diversity in American Education. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This anthology of essays contains among its sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Cultures in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism.

2. Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974. $3.25. Paperback.

Newly-revised practical guide to curriculum planning, lesson planning, adaptation of materials and language testing. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions, an extensive bibliography.

3. Duong Thanh Binh. A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools. Arlington, Va.: Center for Applied Linguistics, 1975.

Brief description of cultural problems likely to be faced by Vietnamese children entering American schools, and suggestions for teachers about dealing with these problems.

4. Nguyen Hy Quang. English-Vietnamese Phrasebook with Useful Word List (for Vietnamese Speakers). Arlington, Va.: Center for Applied Linguistics, 1975.

Duong Thanh Binh and William Gage. Vietnamese-English Phrasebook with Useful Word List (for English Speakers). Arlington, Va.: Center for Applied Linguistics, 1975.

Phrasebooks designed to get both Americans and Vietnamese through initial stages of contact. Accompanying tapes are available for both books. The Vietnamese-English Phrasebook has a pronunciation guide to aid the American in speaking Vietnamese.

5. Robson, Barbara and Kent Sutherland. A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Arlington, Va.: Center for Applied Linguistics, 1975.

A 300-item bibliography covering basic texts, audiovisual aids, literacy materials, testing materials, cross-cultural references, etc., for both children and adults.

6. Saville, Muriel and Rudolph C. Troike. A Handbook of Bilingual Education. Washington, D.C.: TESOL, 1971

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history and fundamental considerations of bilingual education and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains a good bibliography.

7. Saville-Troike, Muriel. "Teaching English as a Second Culture". In Crymes, Ruth and W.E. Norris, eds., On TESOL 74. Washington, D.C.: Teachers of English to Speakers of Other Languages, 1975.

Discussion of the problems encountered by children from one culture being taught in the education system of another. Points out areas in which the teacher unwittingly places the child in conflict between his home and his school, and suggests guidelines for better communication and understanding between the teacher, the child and his parents.

8. Stevick, Earl W. Helping People Learn English. New York: Abingdon Press, 1957.

This is a small, down-to-earth, sane, sensible book which is expressly designed to acquaint the non-experienced native speaker of English with the ins and outs of teaching English as a second language. It gives general guidelines on teaching pronunciation, and an easy-to-understand introduction to the mechanics of pronunciation. The sections on teaching grammar are equally good.

EDUCATIONAL ADMINISTRATOR SERIES:
Meeting the English Language Needs of Indochinese Students

Schools receiving Vietnamese and other Indochinese refugees as students will have teaching the English language as a high priority to insure that the students can participate in the activities of the school and community as rapidly as possible. At the same time, teachers and administrators must be concerned with monitoring students' cognitive development and providing for their effective needs. The following is intended to assist school administrators in their initial planning for meeting these needs.

1. Can the school expect Indochinese children to adjust to the school without special provision?

Recent court decisions, notably Lau vs. Nichols, have been clear in stating that when a student's language and cultural differences make it impossible for him to profit by instruction, the school has the responsibility to provide for his special instructional needs. The Center for Applied Linguistics, the U.S. Civil Rights Commission, and the Office of Civil Rights have recommended that the best way to meet these needs is through a program of bilingual/bicultural education.

The goal of the school should be to make Vietnamese students, as well as all other students, feel comfortable and successful at school, to become part of the school community.

What education has learned in recent years about teaching students who come from language and cultural groups very different from the school is that the most efficient way of assimilating them includes considering and making special provision for these differences. To ignore the unique

qualities a child brings to school is essentially the same thing as ignoring the child. The educational goal of academic adjustment cannot be achieved without special attention to the needs and unique characteristics of this new group -- the Vietnamese.

The answer to the question is: Vietnamese students will succeed in adjusting to the school when the school makes such success possible.

2. How much English can we expect Vietnamese students to know when they come to the school?

Information from all four resettlement camps indicates that school-age students at all levels vary widely in their ability to use English. All school children in Vietnam were required to study either French or English as a foreign language. Proficiency levels at the camps indicated, however, that the majority of refugees spoke English at the beginner or early intermediate levels. For older students who had received several years of training in English, the ability to read and write was greater than the ability to speak. Schools preparing to receive Vietnamese students should plan to test each student's ability to use the English language. A publication of the Indochinese Clearinghouse entitled Testing English Language Proficiency should provide help in language testing. The type of program planned by the school should be consistent with the finding of this testing program.

It should be noted that: too many variables were present in the resettlement camp programs for school administrators to be able to assume that since Vietnamese students studied some English there, they would be able to fit in comfortably in an English-speaking classroom. English-language ability will vary from student to student. At best the amount of English taught in the camps has been small. There is much for the school to do.

3. What models exist for organizing instruction in English for speakers of another language?

One thing is certain: the student who has limited or no command of the English language is in need of directed, structured instruction in English.

No school should assume that a non-English speaking Vietnamese child can be placed in a regular English-speaking class and can just "pick up" English on his own. Although individual learning will vary, the school can well assume that the ease and speed with which Vietnamese students learn English will depend largely on the effort the school expends in providing for their language needs. Some patterns of instruction to be considered are:

a. A bilingual/bicultural program (BBE) is the optimum type in which staff members are able to offer instruction to students both in English and in Vietnamese. In such programs teachers extend a child's ability to use Vietnamese while developing his ability to function in English. Such programs should be considered in districts receiving large enough numbers of refugees to make it economically feasible. (After the current school year, this will, in fact, be required by Office of Civil Rights guidelines for compliance with the Lau decision.) A commitment to a full bilingual program will require the employing of bilingual personnel, acquisition of instructional materials in Vietnamese, and extensive in-service education. Sound bilingual programs are planned and operated to reflect the wishes of the community and the parents of students involved.

b. A support bilingual education program will employ some of the better practices of bilingual education, particularly assessing and building upon what the child already knows, developing a rich understanding of his culture and language, actively transferring skills and concepts already developed in the Vietnamese school system to those used in this country's schools, using materials in the child's native language wherever possible, and using key bilingual staff members to assure that the child continues his cognitive development while he is learning the English language. A support bilingual program will require the employing of some bilingual staff members (principally aides) and the acquisition of available materials about Vietnamese culture, history, and lifestyle (preferably in the Viet-

namese language).

c. A structured developmental English program may be conducted independently or, preferably, in conjunction with a full bilingual or support bilingual program. Developmental English instruction involves the application of second-language teaching techniques to content material derived from the regular curriculum, and conducted within the regular classroom on an individualized basis. Such instruction emphasizes learning language for use in the communication of information, and relates reinforcement activities to communicational goals. Games, peer tutoring, etc., are used as much as possible.

The optimum program would provide that each student be given special developmental English instruction by a qualified teacher who coordinates such instruction with the student's other school work.

- The school should give a significant number of the teaching staff some intensive in-service training in methods of developmental English instruction and individualized instruction so that these can be incorporated into the regular instruction of the classroom. A person trained in ESL methods may work in close conjunction with a regular classroom teacher, but unless the ESL specialist is experienced in regular classroom teaching, such a person should not work alone with students.

d. A "pull-out" ESL program (English as a Second Language) is not recommended by the Center for Applied Linguistics, particularly at the elementary level (new OCR guidelines for Lau compliance prohibit it at the lower elementary level). It may, however, be necessary and even desirable at the upper secondary level, so long as it is closely coordinated with content instruction in the rest of the curriculum and does not lead to segregation of the students within the school.

In pull-out situations, teachers should closely coordinate English instruction with the rest of the curriculum. The goal of ESL instruction should be to assist the student to move into the regular school program as fully and as rapidly as possible

- Well-designed bilingual and ESL programs are compatible programs. The effective bilingual program provides for the teaching of a second language along with the extension of the child's first language. Both ESL specialists and classroom teachers who teach English in bilingual education programs should have special expertise if they are to be effective. The bilingual teacher must be able to communicate with the child in his own language and to develop his full range of skills in that language. In addition, the teacher must understand, respect, and teach the native culture of the student. This includes significant modification in the curriculum to fit different cognitive styles, and close attention to the choice of appropriate materials.

- The effective ESL program should employ the practices of bilingual education which will consider the language and culture of the student, carefully building second language instruction on the system of language the child has already acquired. Although an ESL program can be conducted by a teacher who is not able to speak fluently the child's first language, the ESL teacher must know a good bit about the student's language in order to plan instruction, and the more the teacher can know, the better. Unfortunately, many people trained in ESL are familiar only with teaching foreign students at the college level, or with teaching in another country, and are not sufficiently familiar with the needs of the American classroom to be useful except as an aide, or in a team-teaching situation.

The National Institute of Education is producing descriptions of the Vietnamese language to help teachers. Titles of forthcoming bulletins on the subject are: Teaching English Pronunciation to Vietnamese; Teaching English Suffixes to Vietnamese; A Brief Look at the Vietnamese Language: Sounds & Spellings; A Brief Look at the Vietnamese Language: The Structure of Sentences.

4. How much time should be budgeted for the teaching of English?

With all the demands on the Vietnamese student's time during the school day, t' teacher will have to set aside time for special instruction in English. Just how much time is required will depend on the rest of the school schedule, the language ability of the child, and the type of program decided on by the school. Certain guidelines might be helpful:

- The student will need some directed instruction every day if possible. Furthermore, several shorter sessions are better than one long one.

- The decision about what the student can afford to miss in order to receive adequate English instruction will partially depend upon the priorities of instruction the school has set and partially upon the needs of the child. If a student cannot understand enough English to follow a lesson, say in arithmetic, it would be best if he could be given the essentials of the lesson in his own language (or French, if he knows that), and spend the remaining time in individualized practice learning the key vocabulary and phrases needed to follow the instruction in English.

- In a school where several classroom teachers are partially- or well-trained in ESL instruction, that work can be coordinated with regular classwork and the student misses very little. In pull-out ESL programs, particularly

those not well coordinated with the rest of the instructional program, the student is likely to miss a great deal.

- Learning English as a second language takes considerable time, and the older the student, the more time it is likely to take. The school should not be unrealistic about expecting students to learn the language in a matter of a few weeks. Programs conducted by skilled teachers will naturally teach more language in a shorter time, but individual students will still vary in the time needed to develop certain fluency levels.

5. What pitfalls should a school avoid in attempting to meet the English needs of Indochinese students?

- Avoid the assumption that all children should be able to learn English all by themselves by just sitting in an English-speaking classroom. Though some students, particularly younger ones, seem to have great facility for learning a second language, it cannot be assumed that all children do.

- Do not assume that any teacher, regardless of training, can be successful in teaching English as a second language. Such instruction requires skill, understanding, and knowledge. Conversely, do not assume that anyone, just because they speak Vietnamese or Cambodian, can teach in those languages.

- Avoid the mistake, common in most ESL programs and materials, of emphasizing pronunciation in early stages of instruction. Learning key vocabulary and building fluency in basic communication patterns should be the first goal. Pronunciation should be secondary. For many students, listening practice should be given high priority.

- Do not assume that difficulties in pronouncing English sounds represent a pathological condition. Americans trying to pronounce Vietnamese would have many more problems.

- Avoid the assumption that "all children are basically alike". Southeast Asian cultures are radically different from American culture at often very deep levels, which are difficult to recognize. Teachers must be aware of differences and modify their teaching strategies and procedures as well as their attitudes and expectations accordingly.

- Do not assume that the purchase of instructional materials will be sufficient. Most ESL materials have been produced for older students, and even the majority of these are out-dated in terms of current language learning theory. In any event, any materials purchased will have to be adapted for the specific language and cultural background of the students. Priority should be given to providing training and specialist assistance for teachers, and wherever possible, to recruiting and providing classroom aides from the student's native language group.

6. Where can a school turn for help in teaching English to Vietnamese students?

- The National Indochinese Clearinghouse of the Center for Applied Linguistics can provide publications which can be helpful. A listing of available materials appears periodically in the NIC Alert Bulletins. The NIC can also recommend consultants or organizations which can provide technical assistance to schools on a contractual basis.

- Teachers of English to Speakers of Other Languages (TESOL), a professional organization for specialists and persons with responsibility for ESL programs, provides information through its journals and other publications. In many areas

TESOL members are making their services available to schools receiving Vietnamese students. Information about available consultants and a list of TESOL state affiliates can be secured from the National Indochinese Clearinghouse.

- Universities with ESL teacher-training programs can be sources of information and consultative help. A listing of these is available from the TESOL office, School of Languages and Linguistics, Georgetown University, Washington, D.C., 20057. A wealth of literature on English as a second language, both resource and instructional material, is presently available and should be studied by school personnel planning programs for the Vietnamese.

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1. DeCamp, Jennifer. ERIC Materials Relating to Vietnamese and English. Arlington, Va.: ERIC Clearinghouse on Language and Linguistics, 1975.

A 30-item bibliography of relevant books and articles available through the ERIC system.

2. Robson, Barbara and Kent Sutherland. A Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese. Arlington, Va.: Center for Applied Linguistics, 1975.

A 300-item bibliography covering basic texts, audiovisual aids, literacy materials, testing materials, cross-cultural references, etc., for both children and adults.

Language Teaching Methodology

1. Finocchiaro, Mary. English as a Second Language: From Theory to Practice. New York: Regents, 1974. $3.25. Paperback.

Newly revised practical guide to curriculum planning, lesson planning, adaptation of materials and language testing. Discusses specific techniques for teaching pronunciation, grammar, reading and writing. Appendix contains useful definitions, an extensive bibliography.

2. Rivers, Wilga M. Speaking in Many Tongues: Essays in Foreign-Language Teaching. Rowley, Mass.: Newbury House, 1972. $5.50. Paperback.

Collection of 11 articles written between 1968 and 1972, on various aspects of foreign-language teaching. Indexed by subject for easy reference. Good, practical articles useful to the language teacher whatever his background.

3. Stevick, Earl W. Helping People Learn English. New York: Abingdon Press, 1957.

This is a small, down-to-earth, sane, sensible book which is expressly designed to acquaint the non-experienced native speaker of English with the ins and outs of teaching English as a second language. It gives general guidelines on teaching pronunciation, and an easy-to-understand introduction to the mechanics of pronunciation. The sections on teaching grammar are equally good.

4. Saville-Troike, Muriel. Foundations for Teaching English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, in press. $6.95. Paperback.

Brand-new (not available until January) discussion of the linguistic, psychological and cultural aspects of teaching English as a foreign language. Of special use to the teacher with no special training in ESL are chapters on survival skills for teachers and students, the role of ESL in bilingual eduation, strategies for instruction, and preparation for teaching.

Bilingual/Bicultural Education

1. Abrahams, Roger D. and Rudolph C. Troike, eds. Language and Cultural Diversity in American Education. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This anthology of essays contains among its sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Cultures in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism.

2. Mackey, William Francis. Bilingual Education in a Binational School. Rowley, Mass.: Newbury House, 1972.

A case study of the JFK School in Berlin. Of special interest is the author's often-quoted "Typology of Bilingual Education".

3. Saville, Muriel and Rudolph C. Troike. A Handbook of Bilingual Education. Washington, D.C.: TESOL, 1971.

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history and fundamental considerations of bilingual education and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains a good bibliography.

4. Ulibarri, Horacio. "Bilingualism." In Emma Marie Birkmaier, ed., Britannica Review of Foreign Language Education, Vol. I. Chicago: Encyclopaedia Britannica, 1968. 229-258.

The author discusses the nature of bilingualism, the interrelationships between bilingualism and biculturalism, the problems faced by educators in handling the situation, and the implications for teachers. The relationship of bilingualism to acculturation and biculturism is noted, as are studies concerning these areas and others, including testing and social class stratification.

EDUCATIONAL ADMINISTRATOR SERIES:
On Assimilating Vietnamese and Cambodian Students into U.S. Schools

During the 1975-76 school year, schools in the United States will have a unique opportunity to serve thousands of children of Vietnamese refugee families. Within a few short weeks these children were uprooted from their homes, some from their families, all from a way of life which was familiar. They have since experienced a long journey, temporary location on a military base, and resettlement in new surroundings.

American citizens can be counted on to extend refuge, subsistence, and friendship to these newcomers. American schools, long accustomed to providing for the special needs of students, will be asked to enroll Vietnamese students, make them feel as comfortable as possible, and to insure their access to educational opportunity.

The Center for Applied Linguistics has contracted with the Department of Health, Education and Welfare to establish and operate a National Indochinese Clearinghouse for a period of six months (August 1975 - January 1976). The Clearinghouse will assist with the language and educational problems of Vietnamese and Cambodian refugees by collecting, analyzing and disseminating information on subjects such as English as a second language, bilingual education, Vietnamese language and culture, language assessment, reading attainment, etc.

The following information may be helpful to you as a school administrator in your initial decisions about providing for Vietnamese students. Additional information will be sent to you from the Indochinese Clearinghouse during the next six months, the critical decision-making time.

Your basic policy will likely be to assist students to become a significant part of the school as rapidly as possible while meeting their special needs. Among your first questions will be: How many existing activities can the new students be included in immediately? Which members of the faculty and student group can be counted on to provide that special help which will mean so much to the students in the first days? How can they be organized to provide this assistance? What will be the best policy for grade placement of the children? How can the school provide for their special language needs? How can the school provide the soundest information about the American way of life? What staff members already employed and what outside personnel will provide the greatest assistance during the first critical weeks?

The following suggestions will provide some early assistance to you and your staff. On most of the suggestions the Center will provide additional infor-

mation in the next few weeks.

1. Prepare information in the most basic English possible to provide to families telling which school a student should enter, the location of the school, the principal to contact, and the date of enrollment. Having available at the central office an individual who can speak the Vietnamese language would be highly valuable.

2. Convene a task force immediately of persons who will have initial contact with the enrolling Vietnamese student. The principal and counselor of receiving schools will need to decide first on grade placement policy. Believing that grade placement should depend largely on the student's ability to perform skills and manage concepts appropriate to a given level, the Clearinghouse will shortly send out information on a series of possible placement tests which you may use. The Vietnamese student should, as much as possible, be with students near his own age. Teachers should be reminded that concepts can be handled on many levels of difficulty and in language with a wide range of complexity. While the student is learning the English language, he can also be transferring already-developed reading and mathematical skills to English and extending already-learned concepts through the use of different materials and simpler forms of his new language. The Center's suggestions for grade placement will be based on the principle that the school should build upon what the student already knows, and should keep him in as close communication as possible with his peer group. Students may not have had time to get school records out of Vietnam. The Clearinghouse will include information about the curriculum in Vietnamese schools in a forthcoming bulletin.

3. Make sure that from the first day in school, each Vietnamese student is able to communicate freely with someone in the institution. Since finding employment is a critical need of Vietnamese adult refugees and since many of the refugees are teachers, it would serve several purposes if the school would hire at least one Vietnamese teacher aide for each building where Vietnamese students are enrolled. Even when a primary goal of the school is to assist the student in learning the language of this country as rapidly as possible, the student and his family will still have a desperate need to communicate successfully with the school. Furthermore, a Vietnamese aide will be able to provide valuable insights to the school about the student's background, feelings, and needs. The publication A Personnel Resources Directory for the Education of Vietnamese Refugees, available from the Center for Applied Linguistics, will provide a list of possible applicants.

4. Identify several teachers who can provide the most secure classroom situation for the students. Some teachers are more flexible, more open to different kinds of students, more interested in individual differences than others. These will likely be more successful with Vietnamese students initially while more help is on the way. These teachers can then join the task force mentioned in Point 2 for both short and long-range planning. The Vietnamese aide should be assigned to one or more of these teachers.

5. Provide for the teaching of English to Vietnamese students. Each school will have as a priority responsibility the offering of instruction in English as a second language (ESL) to refugees, or the establishment of a bi-

lingual education program for refugees. The school cannot assume that merely placing a student in an English-speaking environment will do the job. Most young children will learn English rapidly in such an environment; the older the student is, however, the greater the need for direct and skillful instruction in English. If the school chooses the ESL route, and one or more members of the faculty are prepared to teach English as a second language, they may be assigned the role of working with Vietnamese children. If no trained personnel are available, the school district should plan to secure assistance from outside immediately in the form of consultants or a careful study of pertinent literature on the subject. The Indochinese Clearinghouse can provide a list of possible consultants in various regions of the country as well as bibliographies of basic materials and existing instructional materials. A significant part of the school's in-service program relative to serving Vietnamese students should include a study of the basic principles of teaching English as a second language and/or bilingual/bicultural education. Specialists in these fields generally recommend that second language instruction be done by a classroom teacher in connection with other skill and concept development rather than pulling the student out for special instruction which is unrelated to other school work. The school should recognize the need for well-informed specialists in English as a second language or bilingual education to provide special instruction to students directly related to his other school work and coordination with other teachers who are working with Vietnamese children. The school will be walking a line between segregating the Vietnamese student from the classroom situation which will most enhance his learning of English, and getting to him the services of one or more specialists who can accelerate his learning of English. Language program needs are complex and will need the services of well-trained individuals who can advise the school of the most efficient procedures.

6. Provide for the in-service education of all staff members involved in the education of Vietnamese students. Materials coming from the Center's Clearinghouse should provide the basis for a rich program. A study of the publication A Handbook for Teachers of Vietnamese Students: Hints for Dealing with Cultural Differences in Schools, and the English-to-Vietnamese phrase books, already published, would be a natural beginning point. The Center can also refer the school to consultants who can conduct programs consistent with the school's needs. The school should keep in mind that the enrollment of Vietnamese students is one instance of a situation occurring with increasing frequency in American schools -- providing educational opportunity to populations new to a given area, particularly those populations from different cultural and linguistic background. The details of the culture and language differ with each group, but the principles employed in adapting the curriculum for new groups are essentially the same. The in-service program the school prepares has a greater implication than just providing for the three or the one hundred Vietnamese students who have just enrolled. Such in-service education prepares a staff to deal more effectively with all students in the school whose language and culture are different from that generally expected by the school.

7. Encourage each school campus receiving a Vietnamese student to prepare a structured orientation program for the school. The school setting itself will be different from that previously experienced by the Vietnamese student. He needs to learn as soon as he comes to school where things are,

how both classes and extra-curricular activities are operated, and where he can go for special help. The bilingual Vietnamese aide mentioned above can be most important here. Valuable both to the Vietnamese students and his peer-group American counterparts would be to set in motion a program where American students take a major share of the responsibility of making the new students feel welcome and at home.

8. Plan procedures for assessing English-language ability. The Clearinghouse has prepared an annotated list of tests of oral language ability in English, a bibliography of materials on language testing, and a sample of informal inventories which can be used in determining how proficient a Vietnamese student is in the use of English. Experience in the educational programs of the camp where refugees have been living reveal variation at all ages ranging from no proficiency in English at all to quite good command of the language. Determining an appropriate program for second language instruction will depend upon assessment of present ability.

9. Plan procedures for assessing reading and writing skills. The Clearinghouse has a forthcoming bulletin which should provide help to the school in determining the ability of the Vietnamese student to read and write both in English and in Vietnamese (or Cambodian). Teachers should remember that the appropriate program for a literate Indochinese student who speaks little or no English is to either teach him English as a second language, transferring his already-developed reading and writing skills to the English language, or to enroll him in a bilingual English/Vietnamese or English/Cambodian program. Hopefully, successful identification of instructional materials in the Vietnamese and Cambodian languages can provide learning experiences while the refugee student is learning English.

A BRIEF GUIDE TO

BILINGUAL EDUCATION

Center for Applied Linguistics
1611 North Kent Street
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A BRIEF GUIDE TO BILINGUAL EDUCATION*

WHAT is bilingual education?

Bilingual education is not just education for bilinguals, nor is it merely an English as a Second Language program, although ESL is usually an essential part. It is an educational program in which two languages are mediums of instruction.

WHY have bilingual education?

Some questions of purpose still remain. Is bilingual education a good thing in itself, or is it a compensatory system, just to allow better transfer to English? Goals stressed by most proponents are improved self-concept, cognitive development, academic achievement, and socioeconomic level for members of minority groups in the United States, and the understanding and preservation of our collective and diverse national linguistic and cultural heritage.

Bilingual programs are not appropriate in all situations. Where non-English speakers are too few, or represent too many languages, or where the community decides against it, bilingual education may not be feasible or desirable. Here ESL programs, articulated with the rest of the curriculum, may be more educationally effective or desirable.

WHO is bilingual education for?

Bilingual education programs in the United States at present are primarily for children who do not speak English natively. They allow these children to continue their cognitive and linguistic growth in their first language while acquiring English as a second one. Bilingual education is also desirable for native English-speaking children. It can enable them to realize that there are other equally valid ways for expressing their ideas, and even more important, it can help them develop greater respect for their classmates who speak a different language.

WHEN should bilingual education begin?

Young children have an innate capacity for language learning that is greatly reduced when they get older. Native language habits become fixed after puberty and increasingly interfere with second language learning after that age. These facts suggest that bilingual education may be most successful if it is implemented very early in the school program. An early beginning can help eliminate the need for later remedial language instruction.

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*Adapted in part from A Handbook of Bilingual Education by Muriel R. Saville and Rudolph C. Troike. Washington, D.C.: Center for Applied Linguistics/ERIC, 1970; 2nd edition, revised, Teachers of English to Speakers of Other Languages, 1971.

HOW does a bilingual education program start?

Programs can be proposed initially be either an individual or a group that recognizes a need for more effective instruction. School and community cooperation is essential. Experienced counsel should be sought from such sources as state, regional or national educational agencies and universities regarding planning and funding possibilities and procedures. One of the most common weaknesses of beginning bilingual programs is that they lack an adequate understanding of the linguistic dimensions of bilingual education. The advice of a linguist experienced in second language teaching, and familiar with the groups to be served, should therefore be sought. This is only the beginning. Great care must be given to the selection and training of personnel, acquisition or preparation of teaching materials, and other prerequisites to bilingual instruction.

Program Design

The primary responsibility for the initiation of bilingual education program in a school district lies with the school board and the superintendent. If they feel such a program warrants serious consideration, a suggested first step would be to appoint a representative advisory committee to study school and community conditions and decide on the feasibility of such an innovation. The function of the committee would be to provide liaison with the various elements in the community, and to conduct a survey to gather information on:

- the linguistic composition of the community;
- the socioeconomic status of speakers of each language;
- their educational achievement levels;
- their attitudes toward bilingual education.

At this stage an estimate can also be made of:

- the cost of implementing a bilingual program;
- the availability of facilities, materials, and trained personnel in the district;
- financial resources.

If the advisory committee, school board, and superintendent now feel that they are ready for a bilingual program, the next step would be to appoint a program coordinator. This is a vital person to the project, and the following qualifications should be considered:

- Is he a fluent speaker of both languages?
- Is he sensitive to public relations?
- Does he understand children, schools, linguistics, anthropology, psychology, curriculum design, evaluation, and research?
- Is he recognized and respected by the board and the community?

The position of coordinator is fully as demanding as the qualifications suggest, since he will be responsible for:

- recommending principles, objectives, and program organization to the school board;
- recruiting bilingual teachers, aides, consultants and other personnel;
- conducting pre-service and in-service training of teachers and aides;
- curriculum design;
- materials preparation, selection, and adaptation;
- plan of evaluation;
- contacts with state and federal agencies concerned;
- public relations.

Administrators have several alternatives in program design to choose from when setting up a program. In making a choice, they should take several factors into account, including the community situation, school resources, and their basic purposes for initiating a bilingual education program.

One desirable plan would devote most of the school day to instruction in the native language during the kindergarten, first and second grades, and equal portions to both languages from third through eighth grades. In the early years, work in the second language would be focused primarily on developing linguistic skills (in grammar, pronunciation, and vocabulary), and would use special second-language teaching methods. The program would gradually phase into use of the second language as a medium of instruction and would pursue the development of language arts skills in both languages.

Such a plan would be recommended where the school is in or near a bilingual community and students would have the opportunity to use both languages in and out of school. Even if they speak only one language when they enter school in such an area, the second language will probably not sound entirely strange to them.

A balanced bilingual program such as the one described above requires bilingual teachers and aides, and instructional materials in both languages. It is not necessary and probably not even desirable, for the same subjects to be taught in two languages. Reading should be introduced in the children's first language, and it is therefore obvious that such reading readiness skills as the recognition of sound-symbol relationships should also be introduced in the first language. Transfer to reading the second language should not be made until initial reading skills are well established--usually during the second grade.

Most concept development in such areas as science and social studies will probably take place in the dominant language of the children. Concepts need not be developed a second time in the second language, but new labels may be provided for them. A child who learns science in Spanish, for instance, may have English terms for the same concepts introduced

during the ESL (English as a Second Language) period as partial content for the English language lessons. When concepts are taught twice, children tend to "tune out" the lessons in their second language; they learn not to listen, because the content information is redundant. But simply providing more labels in the second language does not seem to have this negative effect, and allows the children more flexibility in the event they later transfer to a school without a bilingual program or one in which there are different language divisions.

If the purpose of the program is only to make non-English-speaking children bilingual, more time can be devoted to instruction in English and the native language maintained in some subject area. In this plan, the first language of the children would still be sued for intial reading instruction with the transfer to reading in English delayed until second grade. This design is feasible for districts which lack sufficient bilingual personnel or resources to make a more balanced program possible, or in communities where the advantages of bilingual education have not been recognized.

The Selection and Training of Teachers

One of the biggest problems facing bilingual programs is the shortage of suitably trained teachers. Most bilingual teachers have received their own education and training entirely in English, and may experience some difficulty learning to teach in their other language. They have to teach subjects in a different language from the one in which they originally learned about them, and there is a shortage of helpful books and guidelines. It should be strongly emphasized that a teacher is not adequately qualified to teach language merely because it is his native tongue. The following requirements should be considered by those hiring teachers for bilingual education programs:

- willingness to participate in an innovative program;
- knowledge of the structures of both languages of instruction;
- general understanding of the nature of language, including acceptance and respect for regional and social variation in both languages;
- specific understanding of his own speech and the speech of the area in which he teaches;
- knowledge of methods for teaching a second language;
- understanding and acceptance of all cultures represented in the community;
- knowledge of the growth and development patterns of children;
- competence to provide a good linguistic model, preferably in both languages. If a teacher is competent in only one language, he should be placed in a team-teaching situation, and should not teach in his weak language.

Teachers and aides for a new program may profitably be hired for the summer preceding the first year of bilingual instruction. During these months the program coordinator, with assistance from specialized consultants from universities, educational service centers, or state educa-

tional agencies, can conduct a training and preparation program, which would include the following areas:

- linguistics
- second language methodology
- curriculum design
- review and adaptation of available instructional material
- creation of new material
- language fluency development in non-English language
- practive teaching in a language other than English
- study of the cultures represented in the community, including their values, beliefs, child-rearing practices, and family structures

Principals of schools involved in the program, and teachers in the next grade level, should also be included in all planning and orientation sessions. It is crucial to the success of a program to have their sympathetic support and cooperation. Administrators, who may have to explain the program to outsiders, or who may have to make decisions regarding the use of specially-devised local achievement tests in place of state-approved tests, need to have information about the program, its goals, and its methods. Teachers from immediately succeeding grade levels need the same information, for they need to begin preparing well in advance to adjust their teaching and their expectations to fit the students they will receive the following year. A failure to adequately inform either group, by arousing unnecessary anxieties, may jeopardize the success of any program.

Community Participation

Community cooperation is vital to the success of bilingual education programs, primarily because of the effect its attitude will have on the language learning of the children. It is therefore very important for the schools to communicate with the community at all states of planning and implementation. The purpose is not to sell a program, but to inform and promote understanding. If a majority of the community is unwilling to accept bilingual education, some members may still support it, at least for experimental purposes. Direct observation of the results of bilingual education will often convince people that it is useful. A variety of media can be used to keep the community informed:

- open meetings of school board in early stages with an expert in bilingual education present to answer questions
- news and feature items for newspapers, radio and television in both languages
- speakers available for PTA's, service clubs, or church groups (all presentations should be in the language of the group)
- small pamphlet describing purposes and plans (prepared in both languages) and distributed where it can reach all segments of the community, e.g., in grocery stores churches, and health clinics

- special invitations to community leaders to observe planning and training sessions and classrooms
- regular arrangement for members of the community (once the program is underway) to visit classes
- a newsletter sent home with students at regular intervals, including pictures of activities
- continuing communication between the school and community regarding both progress and problems

One of the most beneficial results of bilingual programs may well be the extent to which it allows parents to become involved in the formal education of their children. Administrators and teachers must work to bridge the traditional cultural gap between English-speaking schools and non-English-speaking homes. It is the job of the school to let the parents know that their participation is wanted, that it is needed, and to provide opportunities for communication. Some of the following steps may encourage parental involvement:

- notices and invitations in the language of the home;
- different and more convenient meeting times for PTA and similar activities;
- representation from all community groups in school-related organizations for councils;
- requests for help in preparing instructional materials (providing coffee and baby sitting, and showing parents the progress of the program and the way the materials they are helping prepare will be used in the classrooms, e.g., games, flash cards, flannel board stories);
- visits by teachers to pupils' homes (only if community wants this).

One of the most important factors in promoting parental involvement and better understanding between home and school is inherent in the nature of a bilingual program. The children are taught in the language of the home, and can express or apply what they have learned there. Experience has shown that when parents are in a position to understand what is going on at school, they are more likely to be supportive of the efforts of the school in the education of their children.

Needed Research

Basic research on the fundamental linguistic and cultural factors involved in bilingual/bicultural education is urgently needed if this promising movement is not to fail in its goals or run the risk of further impairing the educational opportunity of children from linguistic minority groups. Probably no other single major educational effort in this country has been carried on with so little information and so little basic research upon which to base it. Because the futures of thousands of children depend upon it, research in this area should receive priority attention.

The most important research needs which have been identified are given below. This information is needed as a basis for teacher training, curriculum design, materials preparation, test development and evaluation.

1. Sociolinguistic research on regional and social variation in the use of languages other than English spoken in the United States, especially Spanish.

2. Research on children's acquisition of the grammar of their native language to determine norms of acquisition for regional and socioeconomic groups (as a basis for reading materials and tests development).

3. Research on the optimum age for second language learning, and linguistic and cultural variables affecting second language acquisition.

4. Research on linguistic, cultural, social and psychological aspects of bilingualism, including the linguistic, cognitive and affective consequences of different types of bilingualism.

5. Research on the effect of different instructional methods and models with different linguistic and cultural groups, different age groups, and rural versus urban groups.

6. Research on the effect of teacher attitudes on student achievement, the effect of bilingual teaching on student self-concept, and the effect of linguistically and anthropologically oriented teacher training on teacher behavior and student achievement.

7. For Native American groups, basic research on the grammar, lexicons and sound systems of many languages as a basis for instructional materials development, and analysis of differences between the native language and English to optimize teaching materials and strategies.

8. Research on the effect of bilingual education programs on school-community relations, and the community attitudes on school and language achievement.

9. Research on cultural difference in personal interaction behavior and appropriate modes of communication, including nonverbal communication, and the effect of mismatch in instructional and testing situations.

10. Additional research on problems of transfer from native language reading to reading in English.

Bilingual education today is a world-wide phenomenon (often under the label 'vernacular education'), and is not at all confined merely to the United States. A number of countries, among them Mexico, India, and the Soviet Union, have a much longer history of experience in bilingual education, which should be drawn upon to extract examples of successful practices and to prevent the unnecessary repetition of the past mistakes. The field of language planning, which encompasses bilingual education as one aspect, has accumulated a considerable fund of vitally significant knowledge and information. No one who is seriously concerned about bilingual education can afford to ignore these sources of information and accumulated experience.

Resources

Professional assistance and information:

Center for Applied Linguistics
Bilingual/Bicultural Education Program
1611 North Kent Street
Arlington, Virginia 22209

TESOL (Teachers of English to Speakers of Other Languages)
School of Languages and Linguistics
Georgetown University
Washington, D.C. 20007

Division of Bilingual Education
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

International Center for Research on Bilingualism
Cite Universitaire
Quebec 10, P.Q., Canada

Center for Applied Linguistics
ERIC/CLL
1611 North Kent Street
Arlington, Virginia 22209

Materials Centers:

Bilingual Education Service Center
101 North Owen Street
Mount Prospect, Illinois 60056

The Center for the Study of Migrant and Indian Education
P.O. Box 329
Toppenish, Washington 98948

Dissemination Center for Bilingual/Bicultural Education
6504 Tracor Lane
Austin, Texas 78721

Materials Acquisition Project
2950 National Avenue
San Diego, California 92113

Spanish Curricula Development Center
Dade County Public Schools
1420 Washington Avenue
Miami Beach, Florida 33139

Materials Centers: (Continued)

Project BEST
Hunter College
Box 93
695 Park Avenue
New York, New York 10021

Publications:

The Linguistic Reporter, Published monthly except July and August by the Center for Applied Linguistics. Subscription $2.50 a year.

TESOL Quarterly, Published by TESOL four times a year. Subscription including membership, $10.00 a year.

A Handbook for ESL Teachers

TEACHING ENGLISH AS A SECOND LANGUAGE SERIES

An Introductory Statement

New York State Education Department
Division of Language Skills
Bilingual Education Unit
Albany, New York 12234

About the Series

The Handbook for Teachers of English as a Second Language is being published in five parts. Its publication is a response to increased interest statewide and nationwide in the teaching of English as a second language (TESL) and bilingual education. This increased concern for implementing and strengthening TESL and bilingual education programs is the result of a number of factors. The growth in numbers of non-English background children in our schools has been accompanied by a growing concern on the part of educators for implementation of effective instructional programs for such children. Both the New York Regent's Position Paper Number 16: Bilingual Education (1972) and the Fleishmann Commission Report (1972) have suggested that bilingual education programs, with English as a second language sequences as important components, are effective responses to the special needs of these children. Support for these approaches at the national level has come from such bodies as the United States Congress which continues to finance programs under the Bilingual Education Act; from the National Education Association which has consistently supported such approaches; and, from the United States Supreme Court which in January 1974 ruled that to deny special language programs for non-English background children in San Francisco schools constituted discrimination. There thus appears to be a growing awareness that bilingual education and TESL programs are often appropriate responses to the special needs of non-English background students. It is also becoming more widely known that expertise in these areas exists in the schools, the universities, and such organizations as the TESOL Association and the Center for Applied Linguistics.[1] In addition, ethnic groups themselves are more frequently insisting that it is desirable to maintain and develop their own linguistic and cultural strengths, while at the same time learning English as a second language in bilingual education programs.

This Handbook is an attempt to provide information which will be useful in meeting the requirements of teachers, administrators and others working with linguistically and culturally different children in our schools. We often hear from participating educators of two basic and complementary needs related to their work in language education programs. On the one hand is the need for access to information of a practical how-to-do-it nature which will assist in their everyday work in a school program. Equally important seems to be the desire to keep abreast of relevant theoretical developments in the teaching and learning of language which will permit informed choices regarding appropriate methods and curriculum for language education programs. This Handbook then, attempts to meet these two requirements.

The five parts of the Handbook contain articles focusing on five broad topics. Two of these parts - "Background and Approaches" and "Current Issues" - are essentially theory-oriented. The other three "Speaking and Understanding," "Reading and Writing," and "Testing" - contain articles which emphasize the practical.

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[1] Information on these organizations may be found in the last section of each issue.

In the "Background and Approaches" text (Part One), experienced ESL teachers, administrators, and future TESL teachers alike will find the articles useful. The article by David Harris brings to the reader an historical sketch and an overview of the teaching of English as a second language.

The article by Ronald Wardhaugh provides a guide to recent thinking regarding teaching a second language. Wardhaugh explores theoretical concepts underlying TESL and their implications for the classroom.

The role of paraprofessionals in ESOL and Bilingual Education and advantages in their utilization is well explained by Hernan LaFontaine's article. In this article there are also certain considerations which imposed upon ESOL and bilingual education teachers a very special interest in the use of paraprofessionals.

In the fourth article "A Taxonomy of Second Language Behaviors," Richard R. Lee outlines 44 five-part second-language objectives, each one stating who is to do what, how well and under what conditions. It also provides a special taxonomy (an adjunct to Bloom's) and identifies five major performance variables. The article replaces the traditional four-skills description of language performance with an information processing approach, which views the learner as a language processor midway between an eliciting situation and overt response.

Several aspects of cultural relevance in the TESL classroom have been described by Richard Light and Patricia Furey in the fifth article. It also describes how interrelations between language and culture can benefit the ESOL student. A number of considerations and suggestions are being offered in this article.

In addition to the above articles, supplementary information is being provided in all parts of the five issue series concerning the role of TESOL Organization, abbreviations and definitions pertinent to ESL and bilingual education programs, materials available at TESOL headquarters, and the role of the Center for Applied Linguistics.

Part Two includes five articles which describe activities designed to assist in teaching the skills of speaking and listening comprehension. The articles by Betty Robinett and Clifford Prator discuss teaching pronunciation of American English from two perspectives. The former illustrates practical techniques for teaching the English sound system, while Prator's article discusses phonetic and phonemic sound differences and the value of considering both levels in teaching pronunciation. The traditional use of dialogs for presenting English structures in context and use of drills for practicing these structures are discussed in straightforward fashion by George McCrady and Lois McIntosh respectively. In the final article in this section, retained from the first edition of this Handbook, Carol Kreidler clearly illustrates some of the ways in which visual aids can be used to enhance the effectiveness of a second language lesson.

Part Three consists of four articles on the teaching of reading and writing in English to children whose first language is one other than English. In the first article, Charles Kreidler provides a brief, systematic analysis of skills involved in reading, relates these to aspects of the structure of English orthography, and relates both to the teaching of reading as communication. The article by Robert A. Hall, Jr. provides useful background information on some relationships between the English sound system and written English. In the third article, William Norris proposes a number of practical activities designed to increase reading skills of advanced learners of English as a second language. As the final author in this section, Christine Bratt Paulston provides a comprehensive outline of literature on teaching composition, and then deals extensively with practical classroom techniques for teaching it in the ESL classroom.

Part Four is concerned with testing. Teachers often have neither the time nor the expertise to prepare their own tests or to evaluate the effectiveness of tests they may be asked to use in the classroom. The first article in this section by Heidi Dulay and Marina Burt, reports on exciting new developments in testing the language proficiency of bilingual children. The article on testing by Robert Cooper was chosen to provide educators with a brief background in foreign language testing, while the article by Sidney Sako discusses techniques for writing test items for achievement and proficiency tests. Both articles should prove useful to those ESL teachers who either find themselves in situations in which they must evaluate instruments for measuring English proficiency, or who are called upon to develop their own instruments.

Edward A. DeAvila discusses, among many interesting factors, the validity and utility of traditional tests of intelligence as applied to minority children, patterns created by translations of such tests, factors affecting children's aspirations to succeed, and the creation of culture free tests.

Part Five, the final issue in the Handbook Series, includes articles which contemplate contemporary issues in language education for minority children. These include topics such as bilingual education, second language compared with first language acquisition, motivation in second language learning, reconciliation of differing views on teaching methodology, cultural pluralism in education, and the specification of second language behaviors. Although not all of these topics will necessarily be of direct concern to all educators working with non-English background students, most educators in TESL programs are likely to be at least indirectly concerned with several of these issues. We have thus included recent articles on all of these topics, enabling the educator to draw upon those he considers most relevant to his own purposes. A proposed statement of qualifications and guidelines for the preparation and certification of teachers of English to speakers of other languages in the United States has been included.

This then is the shape of the Handbook. As in any such editorial endeavor, the selection of articles has been somewhat arbitrary and subjective. We hope, however, that the contents of the Handbook will prove useful to those charged with a most important responsibility in our educational enterprise - that of teaching English to non-English background students while maintaining their own language and culture.

In general, the contents of this series follow this format:

First of a Series - *Background and Approaches*

a. Preliminary information about the series.

b. The Future of ESOL: Continuity or Generation Gap?
David P. Harris

c. TESOL: Current Problems and Classroom Practices.
Ronald Wardhaugh

d. Para-Professionals: Their Role in ESOL and Bilingual Education. Hernan La Fontaine

e. A Taxonomy of Second Language Behaviors.
Richard R. Lee

f. Aspects of Culture in the TESL Classroom.
Richard Light and Patricia Furey

g. The TESOL Organization, Abbreviations and Definitions, materials available at TESOL Headquarters and the role of the Center for Applied Linguistics.

Second of a Series - *Speaking and Understanding*

a. Preliminary information about the series.

b. Simple Classroom Techniques for Teaching Pronunciation.
Betty Wallace Robinett

c. Phonetics vs. Phonemics in the ESL Classroom:
When is Allophonic Accuracy Important?
Clifford M. Prator

d. Developing a Lesson Around A Dialogue.
George McCready

e. How To Teach English Grammar.
Lois McIntosh

f. Effective Use of Visual Aids in the ESOL Classroom.
Carol J. Kreidler

g. The TESOL Organization, Abbreviations and Definitions, materials available at TESOL Headquarters and the role of the Center for Applied Linguistics.

Third of A Series - *Reading and Writing*

a. Preliminary information about the series.

b. Reading as Skill, Structure, and Communication.
Charles W. Kreidler

c. Spelling and Sound in English.
Robert A. Hall, Jr.

d. Advanced Reading: Goals, Techniques, Procedures.
William E. Norris

e. Teaching Writing in the ESOL Classroom: Techniques of Controlled Composition.
Christina Bratt Paulston

f. The TESOL Organization, Abbreviations and Definitions, materials available at TESOL Headquarters and the role of the Center for Applied Linguistics.

Fourth of A Series - *Testing*

a. Preliminary information about the series.

b. Measuring Language Development in Children Who Are Becoming Bilingual.
Marina Burt and Heidi Dulay

c. Testing.
Robert L. Cooper

d. Writing Proficiency and Achievement Tests.
Sydney Sako

e. I.Q. Tests for Minority Children and a Piagetian-Based Computerized Information System as an Alternative.
Edward A. DeAvila

f. The TESOL Organization, Abbreviations and Definitions, materials available at TESOL Headquarters and the role of the Center for Applied Linguistics.

Fifth of A Series - *Current Issues*

a. Preliminary information about the series.

b. Should We Teach Children Syntax?
Heidi C. Dulay and Marina C. Burt

c. Student Aptitude, Attitude and Motivation.
Charles R. Hancock

d. Towards A Synthetization of Teaching Methodologies for TESOL.
James W. Ney

e. Bilingualism and Bilingual Education Program
Medardo Gutierrez

f. Cultural Linguistic Pluralism and the Problem of Motivation.
Rodolfo Jacobson

g. Proposed Statement of Qualifications and Guidelines for the Preparation and Certification of Teachers in English to Speakers of Other Languages in the United States

h. The TESOL Organization, Abbreviations and Definitions, materials available at TESOL Headquarters and the role of the Center for Applied Linguistics.

Copies of the above issues may be obtained from the Bilingual Education Unit. Kindly request those that are most relevant to your needs. Your cooperation and criticism are welcomed.

Write to: Bilingual Education Unit
New York State Education Department
Washington Avenue
Albany, New York 12234

PUBLICATIONS AVAILABLE

CENTER FOR APPLIED LINGUISTICS PUBLICATIONS
DEALING WITH VIETNAMESE REFUGEE EDUCATION

1. ENGLISH PHRASEBOOK WITH USEFUL WORK LIST.

Intended as a survival phrasebook and mini-dictionary for Vietnamese expatriates currently in refugee camps and upon their resettlement. The "Useful Word List" is bilingual from Vietnamese to English and English To Vietnamese. 132 pp; paperbound with stiff binding. Price: approx. $2.00. In press; target date for availability: August 15, 1975. Cassette tapes to be available; approximately three hours.

2. VIETNAMESE PHRASEBOOK AND USEFUL WORD LIST.

Intended as a simplified guide for Americans to basic, useful Vietnamese phrases and words which an American sponsor, volunteer, or teacher might use with non-or limited-English-speaking Vietnamese refugees. The same phonetic transcriptions are provided, e.g. Vietnamese ky = English key; Vietnamese mai = English my. A simplified tone marking is also provided. In preparation. 100pp. Expected target date for completion of Ms.: August 15, 1975. Price: Approx. $2.00. Cassette tape to be available; approximately one and one half hours.

3. HINTS FOR DEALING WITH CULTURAL DIFFERENCES IN SCHOOLS: A HANDBOOK FOR TEACHERS WHO HAVE VIETNAMESE STUDENTS IN THEIR CLASSROOMS.

For American teachers who wish to understand the Vietnamese school environment and the differences between the Vietnamese and the American educational systems. Particularly delicate subjects are dealt with. The handbook suggestions will help to lessen possible culture shock for Vietnamese entering the American school environment. 32 pp.; in press, target availability date: August 15, 1975. Approximately $1.00.

4. AN ANNOTATED BIBLIOGRAPHY FOR TEACHING ENGLISH TO SPEAKERS OF VIETNAMESE.

As the title implies, this bibliography will provide the American educational system with published materials and ERIC documents suitable for the instruction of Vietnamese refugees at all levels from pre-school through college and adult education. Pricing and ordering information will be made available when possible. Length of manuscript unknown, probably in 50 page range. Cost probably less than $2.00. Target date for completion: August 15, 1975.

5. A DIRECTORY OF PERSONNEL RESOURCES FOR THE EDUCATION OF VIETNAMESE REFUGEES.

To date the Center has received numerous resumes from both Vitnamese (many of them refugees) and American educators who have by background, experience, or training, special expertise in teaching content subjects in Vietnamese or English as a second language. In addition, we are compiling a list of persons who will be available to offer technical assistance to school districts on a short-term consultant basis. Target date for completion of list: August 15, 1975.

6. A COLLOQUIUM ON THE VIETNAMESE LANGUAGE WITH SOME REFERENCES TO CONTRASTIVE FEATURES BETWEEN VIETNAMESE AND ENGLISH BY DUONG THANH BINI AND NGUYEN HY QUANG.

To be recorded on July 15th. Tape cassettes to be made available; approximately one and one half hours in length.

AMERICAN-INDOCHINESE ASSISTANCE CENTER

A bi-weekly newsletter, edited and published by the National Vietnamese Refugee and Information Center in Washington, D.C., has just come out with its first issue, dated June 25, 1975. The bilingual (English-Vietnamese), newsletter is called American-Indochinese Journal (VIET-MY TAP CHI) and has the purpose of promoting understanding between Americans and Indochinese in America.

The editors are Otto H. Ziegler and Tran Thi Thuc.

Subscriptions are available upon request by writing to American-Indochinese Assistance Center, P.O. Box 2839, Washington, D.C. 20013, or telephoning (202) 466-8570.

VOLUNTARY AGENCIES FOR REFUGEE RESETTLEMENT

The American-Indochinese Journal has provided the following list of ten voluntary agencies (VOLAGS), which the U.S. Government has recognized as helping in the refugee resettlement/sponsorship program:

1. U.S. Catholic Conference, Migration & Refugee Service
   1312 Massachusetts Avenue, N.W.
   Washington, D.C.

2. American Fund for Czechoslovakian Refugees
   1709 Broadway, Room 1316
   New York, New York 10019

3. Church World Service, Immigration & Refugee Program
   475 Riverside Drive
   New York, New York 10027

4. Lutheran Immigration & Refugee Service
   315 Park Avenue South
   New York, New York 10010

5. United Hebrew Immigration Aid Society, Inc.
   200 Park Avenue South
   New York, New York 10003

6. The Tolstoy Foundation
   250 West 57th Street
   New York, New York 10013

7. International Rescue Committee
   385 Park Avenue South
   New York, New York 10016

8. American Council for Nationalities Service
   20 West 40th Street
   New York, New York

9. American Red Cross, any chapter.

In addition to the VOLAG's listed above, there are many other voluntary agencies throughout the U.S. which are also deeply involved in a resettlement/sponsorship program in their immediate areas. To name just a few there is, the Washington Area Refugee Committee (WARC) in Washington, D.C. 20037; the Vietnamese-American Crisis Committee, P.O. Box 208, Glen Ellyn, Illinois 60137; Vietnam Resource Center, 5621 South Blackistone, Chicago, Illinois 60637; Vietnamese Refugee Assistance Committee, ATTCOV, P.O. Box 7590, Menlo Park, California 94025; Vietnamese-American Association, Inc., P.O. Box 265, Levittown, Pennsylvania 19059; Vietnam Refugee Committee of Northern Virginia, Westover Baptist Church, 1125 Patrick Henry Drive, Arlington, Virginia.

WORLD LOCATOR SERVICE

The Center for Applied Linguistics has been provided with two telephone numbers through which refugees can be located:

WORLD LOCATOR SERVICE: (800) 368-1180
(714) 492-7032

REQUEST FOR DATA ON EDUCATORS

The Center for Applied Linguistics is currently abstracting resumes received from both Vietnamese and American teachers who wish to become involved in education programs for Vietnamese and Cambodian expatriates. These abstracts will be published in the Center's Directory of Human Resources for the Education of Indochinese.

If you are aware of any teachers who are available for work with refugees, kindly have them send brief resumes to Kent Sutherland, Coordinator, Vietnamese Refugee Clearninghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209, (800) 336-3040, (except Virginia: (703) 528-4312) ext. 26.

BILINGUAL VIETNAMESE-ENGLISH DICTIONARY

A 150 page, 8 1/2 x 11" Vietnamese-English, English-Vietnamese dictionary published by Vietnamese-American Company is available for $2.50 including postage and handling. California residents add 6 1/2 sales tax. Address orders to Kim Ly Molling, 26348 Venturn Avenue, Hayward, California 94544, (415) 783-5851. Institutional discounts are available for quantity orders.

TOLL FREE CLEARINGHOUSE NUMBER

Persons seeking additional information on refugee language problems are invited to call the Vietnamese Refugee Clearninghouse of the Center for Applied Linguistics at (800) 336-3040 or 3041, ext. 29.

VIETNAM IN CHILDREN'S BOOKS

Information Center on Children's Cultures
A Service of the United States Committee
for UNICEF
Administrative Offices
331 East 38th Street
New York, New York 10016

Notification

Archer, Jules. HO CHI MING: LEGEND OF HANOI. N.Y., Crowell-Collier, c1971. 199p. $4.95. Gr. 6-9.

A biography of Ho Chi Ming, whose entire life was devoted to the liberation of his country from colonialist rule and the establisment of Vietnam as an independent and socialist country.

"Behold the Star." $.35. Booklet on Christmas and the Tet Festival in Vietnam and about customs there. This part of an AFSC fund-raising project contains much useful information. Available from:

Children's Program
American Friends Service Committee
160 North 15th Street
Philadelphia, Pennsylvania 19102

Buell, Hal. VIETNAM: LAND OF MANY DRAGONS. Illus. w. photos and maps. N.Y., Dodd, Mead, c1968. 142p. $4.50. Jr. High up.

Brief text and many excellent, amply captioned black and white photos on the land and people of Vietnam. Text concentrates on the division of the country, the fighting, and the history of American involvement, while photos bring out non-war-time aspects of daily living. (Note that the author uses judgemental words such as "primitive" and "backward" in describing some Asians.)

Cooke, David C. VIETNAM: THE COUNTRY, THE PEOPLE. N.Y., W.W. Norton, c1968. 147p. Ilus. w. photos. Gr. 5-9.

This book avoids discussion of the war and its effects on Vietnamese life and concentrates instead on the people and their traditions. He covers Vietnamese history, geography, family life, village life, language, beliefs, and customs.

Crawford, Ann Caddell. CUSTOMS AND CULTURE OF VIETNAM. Illus. by Hau Dinh Cam. Rutland, VT, Tuttle, c1966. 206p. $4.35. Gr. 6 up.

A concise guide to Vietnam: the land, history, language, people, institutions, religion, customs, folklore, the arts, economy, places of interest, etc., emphasizing day to day life. Apendices about the former Republic are dated but there are useful appendices on tribal minorities north and south and basic language, including pronunciation, glossary, and useful phrases.

Dareff, Hal. THE STORY OF VIETNAM: A BACKGROUND BOOK FOR YOUNG PEOPLE. N.Y., Parents' Magazine, c1966. 250p. $4.59. Gr. 7 up.

A carefully researched, unusually well presented history of Vietnam: the origins of the Vietnamese, the impact of European colonialism, the division into North Vietnam and South Vietnam, the rise of Communist power, and the reasons for the American involvement in South Vietnam. An absorbing account somewhat marred by vagueness in dating the events contemporary at the time of publication.

Forney, Inor and E.H. OUR FRIENDS IN VIETNAM. Rutland, VT, Tuttle, c1967. $1.10. GR. K-3.

A coloring book with substantial, simple text, which emphasizes the social and cultural aspects of Vietnamese children, seen through the foreigner's eye. An illustrated glossary on both clothes and objects found in the pictures to color.

Goldston, Richard. THE VIETNAMESE REVOLUTION. Indianapolis, Bobbs-Merrill, c1972. 194p. $5.95. Gr. 7 up.

The agonizing history of Vietnam, which probes American contributions to the agony in "the years in which the Vietnamese Revolution finally reached the United States."

Hammer, Ellen. VIETNAM YESTERDAY AND TODAY. N.Y., Holt, Rinehart, c1966. 282p. (Contemporary Civilization Series). $3.95. Jr. High up.

More scholarly than the book by Ann Crawford, this is a discussion of this country's history and culture and institutions up to the mid-1960's. Certain chapters may be useful for mature junior high and high school students, but in its entirety, this volume is more for adult use and as background information for teachers in all levels of education. Glossary, bibliography, and index included.

Henderson, Larry. VIETNAM AND COUNTRIES OF THE MEKONG. N.Y., Nelson, rev. ed. 1972. 224p. $5.95. Gr. 6 up.

Five chapters cover the history of Vietnam, something about the North and the South, the development of the war and U.S. involvement, followed by chapters on Laos, Cambodia, Thailand, Burma and the general Mekong Delta area. There is a list of books for further reading.

Kotula, John D. COME ALONG TO VIETNAM. Minneapolis, Denison, 1973. 187p. Biblio. $5.85. (Countries of the World Series).

Description of life and customs in cities and villages of the south. Text, from the perspective of an adult tourist, is gauche and garbled, but the book includes many photos of high interest though of varying quality.

Lifton, Betty Jean and Thomas C. CHILDREN OF VIETNAM. Illus. w. photographs by Thomas C. Fox. N.Y., Atheneum, 1972. 111p. $5.50. Gr. 7 up.

Vignettes of various children of South Vietnam: the sheltered children of the rich, street boys, orphans, war wounded, dispossessed, and Amerasians - none of whom have ever known peace.

Liss, Howard. THE MIGHTY MEKONG. Illus. w. photos. N.Y., Hawthorn, 1967. 112p. $3.95. Gr. 7 up.

A trip along the Mekong River includes a brief chapter on the history, customs, and religion of the Vietnamese of the Mekong, which also touches Laos, Cambodia, and Thailand. Photos are fair.

Miller, Jill Nhu Huong. VIETNAMESE COOKERY. Rutland, VT, Tuttle, c1968. 118p. Gr 7 up.

An authentic collection of Vietnamese recipes, from hors d'oeuvres through desserts. Added features include a brief description of Vietnamese cookery, equipment needed, and a glossary providing substitutes for hard-to-find foods. Out of print, but available in many libraries.

Nguyen Cao Dan and Tran Cao Linh. VIETNAM: OUR BELOVED LAND. Illus. w. photos. Rutland, VT, Tuttle, c1968. 128p. $3.85. Gr. 6 up.

Photos from South Vietnam. Only one small section, entitled "The Vietnamese Soldier," deals with Vietnam in wartime. The others - "Plains and Meadows," "The Sea," "San Dunes," etc. - show the timeless beauty of the country.

Nguyen-Dinh-Hoa. EASY VIETNAMESE. Rutland, VT, Tuttle, c1969. 135p. $1.25.

A pocket-size guide to spoken Vietnamese; a revised and expanded edition of the Vietnamese Phrasebook. Provides words and expressions most likely needed by the traveler and student. Includes a key to pronunciation and an index.

_____. VIETNAMESE ENGLISH DICTIONARY. Rutland, VT, Tuttle. 568p. $7.15.

Not reviewed.

Nielsen, Jon with Kay Nielsen. ARTIST IN SOUTH VIETNAM. N.Y., Messner, c1969. 64p. $4.95; lib. bdg. $4.65. Gr. 3 up.

A cartoonist-illustrator presents the South Vietnamese people in black and white sketches. Brief text adds meaning to the illustrations which show daily life. Useful for recreational as well as educational purposes.

Poole, Peter A. DIEN BIEN PHU, 1954; THE BATTLE THAT ENDED THE FIRST INDOCHINA WAR. Illus. w. photos. N.Y., Watts, c1972. 90p. (A World Focus Book). $3.45. Gr. 6 up.

The story of the battle that spelled the downfall of the French empire in Vietnam. Chronology index.

Sheldon, Walter J. TIGERS IN THE RICE; THE STORY OF VIETNAM FROM ANCIENT PAST TO UNCERTAIN FUTURE. N.Y., Macmillan, c1969. 133p. $4.95. Gr. 7 up.

The history of Vietnam from a thousand years of Chinese conquest to recent travail. The sections on the Vietnamese conflict are confined ideologically and in time to a pre-"Pentagon Papers" view. Readable, but dated by the slant.

Sally, Francoise, editor. WE THE VIETNAMESE; VOICES FROM VIETNAM. Illus. w. photos, N.Y. Praeger, c1971. 270p. $7.50; paper $2.95. Gr. 7 up.

Selections of writing from the two Vietnams covering the land and people, beliefs and customs, literature and art, and history.

Thuy, Vuong Gia. VIETNAMESE IN A NUTSHELL. N.Y., Crowell, 1974. 256p. $2.45.

A phrasebook and basic grammar of Vietnamese for the English speaker.

VIETNAM; LAND OF THE DANCING DRAGON (Tet Festival)
VIETNAM; A TIME FOR WORK
VIETNAM; WHERE BOATS HAVE EYES

Education Division, Taylor Publishing Co., P.O. Box 597, Dallas, Texas 75221. $12.00 for set of 8 cards.

Eight study prints in each set with color photographs 17-3/8" x 17-3/8" on front and accompanying story on back.

West, Fred. GETTING TO KNOW THE TWO VIETNAMS. Illus. by Polly Borian. N.Y., Coward-McCann, c1967. 64p. $3.68. Gr. 3-5.

Does a hasty sprint over political and social problems but spells out many interesting features of the cultural background of Vietnam's various peoples, especially the participation of children in the tradition. Includes chronology through 1967.

Fiction and Folklore

BANH CHUNG BANH DAY: THE NEW YEAR'S RICE CAKES. Trans. and dist. by Indochina Resource Center, P.O. Box 4000D, Berkeley, CA 94704, $.50 ea.; or $.35 ea. for orders of 10 or more (add 20% postage to all orders). 22p. Gr. 2-5.

A folktale for children to color or paint, translated from a Vietnamese children's book and telling the legend of the beginnings of Vietnam's rice cultivation. A prince brings back to his father the most precious gift of rice and their festivities reflect the happy expectations at Tetm the lunar New Year's.

CHILDREN OF THE DRAGON. Peoples Press, 2680 21st Street., San Francisco, CA 94110. c1975.

A legend that also relates a lesson in the turbulent history of the people of Vietnam. With stirring cover art.

CHILDREN OF VIET-NAM. Trans. and dist. by Indochina Resource Center, same address and price as above. Gr. 2-5.

A story book and a coloring book illustrated by Vietnamese artists and including poems written by children during a Vietnamese poetry contest held during the 1969-70 school year and a letter from Ho Chi Minh to the children at the mid-August festival in 1945.

Coutant, Helen. FIRST SNOW. Illus. by Vo Dinh. N.Y., Knopf, 1974. 36p. $4.50; lib. bdg. $4.99. Ages 5-8.

A little girl from Vietnam first encounters snow in the New England town to which her family has moved. Guided by her wise grandmother, she begins to understand the meaning of life and death. A sober but graceful introduction to the cycle of life and death.

Dunn, Mary Lois. THE MAN IN THE BOX: A STORY FROM VIETNAM. N.Y., McGraw-Hill, c1968. 155p. $4.50; lib. bdg. $4.33. Gr. 6-10.

A young Montagnard boy whose father was killed by the Viet Cong helps an imprioned American soldier escape his captors. An exciting adventure story with a strong message about the courage and suffering of the Vietnamese people in the war.

FOLK TALES FROM ASIA FOR CHILDREN EVERYWHERE, co-sponsored by the Tokyo Book Development Center and the Asian Cultural Center for UNESCO. N.Y., Weatherhill, 1975. Book 1. 52p. $2.45. Gr. 2-6.

"The Story of the Betel and the Areca" in Book One of this excellent 2-volume set of tellable tales is retold, translated, and illustrated by a Vietnamese. The story, based on a doomed love triangle, explains why the areca nut and betel leaf are part of the Vietnamese wedding ceremony.

Forney, Inor. NHAN, A BOY OF VIETNAM. Story edited by Joanne Robinson; illus. by the author. Rutland, VT, Tuttle, c1969. 26p. $1.10. Gr. 2-4.

Tells briefly what life is like for a 10 year old boy who sells newspapers in Saigon and dreams of the moon festival and of crickets. Although dated by its slant on the side of American presence in Vietnam, the illustrations and the text will be thought-provoking for children.

Monigold, Glenn W., compiler. FOLK TALES FROM VIETNAM. Illus. by Jeanyee Wong. Mount Vernon, NY, Peter Pauper Press, c1964. 61p. $1.25. Gr. 6-8.

Ten zestful South Vietnamese folk tales in a pocket-size format. Useful for reading aloud and storytelling.

Nielsen, Jon and Kay Nielsen. THE WISHING PEARL AND OTHER TALES OF VIETNAM. Trans. by Lam Chan Quan. Irvington-on-Hudson, NY, Harvey House, c1969. 47p. $4.95; lib. bdg. $4.64. Gr. K-4.

Seven tales illustrated in full-page and two-page water color. Useful for story-telling and story hours. Translations were done by a Vietnamese.

Osborne, Leone Neal. THAN HOA OF VIETNAM. Illus. by Ruth Boynton. NY., McGraw-Hill, c1966. 61p. $2.75. Gr. 2-4.

In a small Buddhist mountain village during tranquil days a boy traps a yellow tiger and is granted schooling as a reward. Lively drawings of daily life but woeful focus on the tiger as menace. Out of print but available in libraries. Recommended with reservations.

Robertson, Dorothy Lewis. FAIRY TALES FROM VIETNAM. Illus. by W.T. Mars. N.Y., Dodd, Mead, c1968. 93p. $4.50; lib. bdg. $3.50. Gr. 3-7.

Nine Vietnamese fairy tales set down by a Vietnamese boy in Saigon for his American foster mother.

Schultz, George F. VIETNAMESE LEGENDS. Adapted. Rutland, VT, Tuttle, c1965. 163p. $3.50. Gr. 7-9.

32 adaptations of South Vietnamese legends that reveal Vietnamese culture, life and philosophy. Forward explains the mix of elements from Chinese and Vietnamese civilizations present in the tales.

Sun, Ruth Q. LAND OF SEAGULL AND FOX; FOLK TALES OF VIETNAM. Illus. by Ho Thanh Duc. Rutland, VT, Tuttle, c1966. 135p. $5.50. Gr. 6 up.

31 legends selected for a Western audience and most representative of Vietnamese legends, illustrated with full-page line drawings. Small print and mature vocabulary make the text inappropriate for the very young but the stories are brief and may be adapted for storytelling. Has a useful introduction about the Vietnamese people and their legends, plus a chronology of the country's history. Title alludes to the origin myth of lowland dwellers and the Montagnards ("seagulls" and "foxes").

Tanaka, Beatrice. THE TORTOISE AND THE SWORD. NY., Lothrop, Lee & Shepard, 1972. 46p. $4.50; lib. bdg. $4.14. Gr. 2-5.

A legend recreating the story of Le Loi, who with his countrymen fought and eventually defeated the foreign invaders. Concluding the story are stanzas from a 15th C. epic, "The Proclamation of Peace." Author's illustrations are block prints in the style of Vietnamese cut-paper art.

Taylor, Mark. THE FISHERMAN AND THE GOBLET. Illus. by Taro Yashima. San Carlos, CA, Golden Gate, c1970. 32p. $6.39. Gr. 3 up.

A haunting tale of a mandarin's daughter and a poor young fisherman who won her love with his beautiful flute-playing. But the girl rejected him when she saw that his face was ugly. Only later did she realize that a heart that can make beautiful music is more important than an ugly face. But then it was too late.

Tooze, Ruth. SILVER FROM THE SEA. Illus. by Kurt Wiese. NY., Viking, c1962.

Ti Nnag Dinh, though small, wants to help bring in the big fish nets and show he is growing up. Striking and humorous color illustratious. Out of print but available in libraries.

VIETNAMESE FOLK POETRY. Trans. by John Balaban. Greensboro, North Carolina, Unicorn Press, P.O. Box 3307. 1975. paper.

In an attractive little volume many short lyrics which could be read with children.

Vo-Dinh, Retel. THE TOAD IS THE EMPEROR'S UNCLE. Illus. by Vo-Dinh. N.Y., Doubleday, c1970. 141p. $3.95; lib. bdg. $4.70 net. Gr. 3-6.

A collection of animal folk tales from Vietnam. The compiler, Vo-Dinh, is an artist; his black and white paintings greatly enhance the text.

Not Reviewed

Pratt, D and Blair, L. SALMAGUNDI VIETNAM. Rutland, VT, Tuttle. Illus. 190p. $2.75 paper.

Humor

Slides

HOW THE UNITED STATES GOT INVOLVED IN VIETNAM. Cambridge, Mass., Indochina Curriculum Group. Complete show (60 slides and script): rental, $5.00; purchase, $15.00. Order from: 11 Garden St., Cambridge, Mass. 02138.

An introduction to American involvement from World War II through 1965. Slide range includes historical photos, Vietnamese artwork, and images of a land and people at war. (pub. catalog) Not previewed.

Filmstrip

LIVING IN SOUTH VIETNAM. Color, sound, SVE, 1971. Strip 1, South Vietnam: historical background and modern problems (52 frames, 17 min.); Strip 2, South Vietnam today (56 frames, 13 min.). Each filmstrip w. teacher's guide $7.00; set of 2 filmstrips 1 record, 2 guides $18.00. Gr. Intermediate - Sr. High.

Catalog description emphasizes development, rural and urban life, geography, and culture rather than the war. Not previewed.

Film

THE YEAR OF THE TIGER, 1973. 62 min. 16mm, rental: $60 (classroom use). $100 (open showing); shipping $5.00. Dist. by Odeon Films, 1619 Broadway, New York, NY 10019

Made by the first American filmmakers in North Vietnam after the bombing halt in 1973, of everyday life in the north and the parts of the south then controlled by the P.R.G. Film's main focus is progress, not destruction: agricultural coops, schools, day care centers, clinics, etc. Not previewed.

These books and materials should be in larger schools and libraries. They should be ordered from the publisher or your local bookseller, not from us. To locate current addresses consult LITERARY MARKET PLACE or BOOKS IN PRINT.